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ABSTRACT

These 15 papers cover a wide range of topics and perspectives on the work of Adult Literacy and Basic Education (ALBE) practitioners in Victoria, Australia, in the contemporary ideological and political context. A preface (John Wilson) and introduction (Delia Bradshaw) begin the anthology. The papers are as follows: "...A Critical-Transformative Approach to Social Reality..." (Claire Gardner); "Creating a Literacy Club" (Jean Mitchell); "The Literacy Support Teacher and the Negotiation of Cultures" (Joanne Bradford); "Two-Way Schooling" (Adrian Hyland); "Journal Extract" (Carmel Sullivan); "What Do You Believe Is the Role of Negotiation within an Adult Literacy/Numeracy Program?" (Meredith Greenwood); "Negotiating Curriculum in the Light of the Victorian Adult English Language, Literacy, and Numeracy Accreditation Framework" (Mary Unwin); "The Implications of the Framework and the Certificates of General Education for Aduits on Current ALBE Teaching Practices: A Case Study" (Clare Carmichael); "An Adult Literacy Student Program" (Ruth Yule); "Teacher as Facilitator" (Pam Holderhead); "Journal Writing" (Sandra Field); "A Student Program" (Rhonda Martin); "The Journal of ALBE" (John Logos); "Another Way: Initial Assessment" (Bill Keenan); and "New Theories, 'New Times,' So Do We Still Need Critical Literacy?" (Kaye Elias). Some papers contain references. (YLB)

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ADULT LITERACY RESEARCH NETWORK

PRACTICE IN READING VALUES: Reflections on Adult Literacy Teaching

Edited by
Delia Bradshaw

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THE NATIONAL LANGUAGES AND LITERACY INSTITUTE OF AUSTRALIA

PRACTICE IN READING VALUES:
Reflections on Adult Literacy Teaching

Edited by
Delia Bradshaw

THE NATIONAL
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PREFACE

The Adult Literacy Research Network Node for Victoria (ALRNNV) was set up in late 1993. The Node is funded by the National Languages and Literacy Institute of Australia (NLLIA) to promote professional development of Adult Literacy and Basic Education (ALBE) staff as well as to support research into adult literacy and dissemination of results of research projects. Practice in Reading Values brings together, for the first time, some of the best writing of ALBE practitioners working in Victoria. The papers in this volume were originally prepared by participants as assignments in Adult Literacy Teaching: A Professional Development Course which was offered in 1994 by the Council for Adult Education (CAE), Melbourne, Western Metropolitan College of Training and Further Education (TAFE), Outer Eastern College of TAFE, Loddon Campaspe College of TAFE, and Wangarrata TAFE College. The papers cover a wide range of topics and perspectives on the work of ALBE practitioners in the contemporary ideological and political context. It is hoped that they will be of interest to all working within ALBE and of special assistance to those on the "outside" of Adult Literacy practice for understanding how theory and practice in this dynamic field are developing.

ALRNNV is grateful to the contributors for making their work available for a wider audience, to staff in the five TAFE Colleges and CAE for assisting in the process of developing the initial assignments, to Delia Bradshaw for editing, to the Office of Training and Further Education (OTFE), Victoria for agreeing to the publication, and to NLLIA for funding the publication.

John Wilson
Director, Adult Literacy Research Network Node for Victoria

This publication was made possible by funding from the Adult Literacy Research Network Node for Victoria. The project was managed by the Network Coordinator, Beverley Campbell and the Network Publication Committee. Special thanks to the NLLIA staff and to Heather Glassford who did the word processing.

INTRODUCTION

It is hard to imagine a better introduction to Adult Literacy and Basic Education (ALBE) in Victoria than this collection of practitioners' writing. All fifteen pieces have been produced locally and recently. They were originally prepared as assignments by participants in Adult Literacy Teaching: A Professional Development Course which was offered in 1994 at the five Victorian institutions listed in the Preface. In order to satisfactorily complete that course and qualify for the formal award, participants had to both complete a journal and develop an Adult Literacy student program relevant to their own teaching context. It was not until all the ALT courses were completed that the Adult Literacy Research Network Node for Victoria decided to seek permission to publish a selection of essays written by ALT course participants. The authors, therefore, did not write their assignments with this publication in mind. The result, Practice in Reading Values, is a mixture of journal extracts and theoretically justified student programs.

Reading through this anthology is equivalent to being taken on a guided tour around the state of ALBE practice in Victoria today, with each individual piece representing a personal invitation to come inside the author's thinking as well as into her or his classroom. Not only does this generosity provide a first-hand, close-up view of fifteen ALBE practitioners at work, but it simultaneously presents fifteen ways of thinking about Adult Literacy and Basic Education in fifteen different sites, thus constituting an up-to-date picture of the interplay between theory and practice in the ALBE field in Victoria today.

This is not to suggest that there are only fifteen variations on the ALBE theme, nor that there are only fifteen stories worthy of publication. Far from it! The number of possible variations is as numerous as the number of ALBE practitioners at work in Victoria today, all noteworthy for different reasons. There are fifteen accounts in this publication simply because the five institutions that ran Adult Literacy Teaching (ALT) courses in Victoria in 1994 were asked to nominate three ALT assignments each. While fifteen examples of contemporary ALBE thinking and practice is by no means exhaustive, it does, nevertheless, provide a picture of considerable breadth and depth.

What then, for travellers/readers of these accounts, are some of the outstanding landmarks of this journey through ALBE territory? What are Victorian ALBE practitioners doing and thinking? What matters most to them? When invited to focus on an area of their work for study, when encouraged to re-search an area of personal and professional significance, what do they choose? And, when re-viewing this chosen topic, and it comes time to emphasise some issues in particular, what arouses their strongest statements? Put quite simply, what does the most powerful writing have to say?

These are the question I had to ask myself when it came to the task of making fifteen individual pieces, none originally written for publication, into a coherent collection. And it was my answers to these questions that determined both the sequence in which the writings would be presented and the title for the collection. What struck me, and of course other readings/interpretations are possible, was the the power of the link between readings, writings, meanings and values. In fact, I initially thought of naming this collection "Different Readings, Different Values" in order to stress the inseparable connection between literacy and values, in order to spotlight something too often kept in the shadows, the fundamental influence of the values we hold on our notions and practices of reading. What we value determines not only what and how we choose to read and write but, most critically of all, why. The fifteen contributions gathered together here can therefore be seen as fifteen case studies of this symbiosis.

Claire Gardner opens the collection by asking those most basic of questions about how learning and the acquisition of knowledge happen, about how we learn to read the world. Jean Mitchell allows us to consider these questions in a very immediate way with her detailed practical example describing how a curriculum centred on cultural issues emerges. Joanne Bradford and Adrian Hyland also concentrate on themes connected with the negotiation of cultures, with special reference to Aboriginality in our post-Mabo culture. Carmel Sullivan reminds us of the complexity of these issues to do with cultural imperialism, cultural relativism and cultural diversity.

Meredith Greenwood complements these discussions on the relationship between culture and education by

drawing our attention to the political implications for teachers, students and the system of negotiating curriculum, to the moral and political consequences of genuinely enacting negotiation within educational settings. Mary Unwin furthers this discussion about negotiation by spotlighting its relationship to the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNAF). Clare Carmichael also contributes to this analysis of the impact of VAELLNAF and the Certificates of General Education on ALBE teaching and practice by providing a fulsome account of work with her class on the topic of Health and Safety as a case study.

Ruth Yule also provides an insider's view of designing adult literacy programs, both in her detailed description of three units from a recent program and in her frank journal reflections on that planning process. Continuing this theme of the role of the ALBE teacher, Pam Holderhead chooses the essay form for reflecting on the relationship between teaching and facilitation, whereas Sandra Field, who is also reviewing her role as an adult educator, chooses the journal format as the way to engage in this reflective process.

The next two pieces, like Sandra's, are also personal accounts of 1:1 work: Rhonda Martin's detailed step-by-step record from initial assessment to final evaluation results in a very comprehensive outline of a tailor-made student program, while John Logos' witty description of the vicissitudes of ALBE work takes form as a journal narrative. Bill Keenan alerts us to the literacy competence and support needed in welding classes by students very similar to those described by Rhonda and John.

Kaye Elias' piece completes the collection, in a mood much as it began, by asking profound and fundamental questions about the ethical and ideological dimensions of literacy, by forcing us to take a stand on the issue of whether critical literacy still has a place in ALBE thinking and teaching practice today. Her last words, with their unconditional answer in the affirmative, are a timely reminder that literacy work, as evidenced by these fifteen stories of practice in reading values, is intrinsically moral and political work.

Delia Bradshaw,
Editor,
January, 1995.

Editor's Notes

(1) The bibliographic conventions, while internally consistent, vary from piece to piece. This decision was made out of respect for each author's preferred formats.

(2) Where students are named, pseudonyms have been used.

"..A Critical-Transformative Approach to Social Reality.."...Claire Gardner

"Whether or not students become capable of using print in ways that enable them to adopt a critical-transformative approach to social reality may depend significantly on how learning and knowledge is modelled toi them via curriculum" (C Lankshear, 1993)
Discuss Lankshear's statement. In doing so refer specifically to:
1. your own teaching and/or teaching/learning situations you have observed, and
2. your experiences including reading, reflection and course participation,
during the ALT course.

Claire Gardner was a student in an Adult Literacy Teaching course at the Council of Adult Education in , 1994. Claire tutors in the Return to Study Department at the Council of Adult Education. As well she works in the Adult Literacy and Basic Education Resources collection in the CAE Library.

INTRODUCTION

Because Australia is restructuring the workforce, the vocational needs of the nation and its citizens are refocussing the literacy curriculum from the needs of the individual to the needs of the government. How this curriculum is remodelled will have a significant effect on whether students, as individual and powerful citizens, take a critically-transformative approach to social reality. As effective use of print is one way amongst other recognised channels of power for achieving this aim, the constraints and changes placed on literacy teachers and students by the social reality of Australia in the 1990s imposes some qualification on the successful realisation of this ideal.

The changing social reality of Australia and how it relates to the workforce was expressed by Martin Ferguson, President of the Australian Council of Trades Union (ACTU), in a 1991 article entitled "Literacy and Industry" in the March *Business Bulletin*:
"New competencies are required in addition to the normal skills and technical competence of wage and salary earners. Those competencies which are now rigorously pursued include the requirement by workers to:
Exercise initiative, not just perform a minute mundane task
Co-operate and work in groups
Communicate and reason
Undertake on-going on and off the job training
Share information and participate in planning, problem solving and decision making."1

Many of these competencies are included in broad definitions of literacy, and so are of direct significance to literacy teachers. Furthermore, Rosie Wickert in a 1993 article entitled "Constructing Adult Literacy: mythologies and identities" points out that in Australia today "Literacy is a resource and thus worthy of investment."2

So if literacy is worthy of investment and essential to the "New Times", is there just one way of approaching literacy or are there in fact many literacies as well as many literacy discourse sites and participants? And if the latter is true, what are the different outcomes associated with the different literacies?

DEFINITIONS

One way of defining literacy is by its conventional or traditional literacy curriculum. It can be described in reductionist terms as acquiring pre-determined skills in a highly structured program. Industry Training Programs are often a prominent discourse site for this particular form of literacy, workers being job seekers either on or off the work site.

Another way of naming literacy is as a critical literacy curriculum which claims to position learning in a historical, social and political context. If the social reality in Australia is an advanced technological society, then the discourse site for critical literacy is wherever learning can take place, and within this view, is the right and

need of all Australian citizens.

In discussing critical literacy, Lankshear says "Critical Literacy enables a more adequate and accurate reading of the world, on the basis of which - as Freire and others put it - people can participate in re-writing the world into a formation in which their interests, identities and legitimate aspirations are more fully present and are present more equally."3 However to achieve a critically-transformative approach to social reality, the way power is channelled through print needs to be discussed, modelled and practised in great detail.

Rosie Wickert in "No Single Measure" states "Effective participation in a democracy depends on the ability of the population to think critically...".4

If students, as individual and powerful citizens, are to think and act critically, the channels of power used in a democratic society need to be utilised. Effective use of print is one such medium. Kress sees writing "...as a fundamentally social activity, a view of kinds of texts - genres - as having a form that is shaped by their place in social processes, affected by power and power differences, and the realisation that a command of those forms in itself provides access to and confers power in the ways in which texts do. Those demands also assume an understanding of the structures of Australian society where differences of class, of ethnicity and of gender affect in fundamental ways who has knowledge of and access to particular genres."5

Therefore, teachers have a great responsibility to make sure their students have access to the "power" genres and to attain a critical understanding of them as well as competency in the mechanics of the four main literacy domains of Self Expression, Practical Purposes, Knowledge and Public Debate. Resulting from the Adult Literacy Teaching (ALT) Course, conducted by the Council of Adult Education, I have consciously sought to explore and name the critical literacy content which forms, and has always formed, an integral part of my classes. Critical Literacy, I believe, can be multidimensional as it seeks to meet the needs of the student to become an active participant in both personal and political aspects of contemporary Australian life.

CLASSROOM PRACTICES

The classes to which I refer were conducted over eight hours (four classes of two hours). They formed part of a spelling / writing course for students who had applied to undertake the Certificate of General Education for Adults at Foundation Level 2. Students need to produce evidence of competency in each of the four literacies named in the certificate. These are Literacy for Self Expression, Literacy for Knowledge, Literacy for Practical Purposes and Literacy for Public Debate. Critical Literacy permeates all four literacies. "Spelling with spasmodic accuracy" is one of the performance criteria named in each of these literacies.

The first week's class centred around the humanistic / socialistic development of critical consciousness via an exploration of the concept of "success". Yothu Yindi's comment "Success to me is understanding who you are and who you belong to. I'm already rich. I've got my culture."6 was discussed. Students were asked to write and share their thoughts about what the concept of success meant to them.

Some students applied the concept to the big picture of cultural / family values and others to individual literacy aspirations. For example, "Being successful to me..." "means having a very happy family life", "is being free", "is to read and write so I can survive a lot better". The seed was sown for students to adopt a personally critical-transformative approach to their thinking as students shared their writing. I believe it is not always possible to document quantifiably the change or adaptation of critical thinking that must result from classrooms which integrate critical literacy into their everyday practice.

In the second week's class, my aim was for students to be critically aware of how newspapers can contain text which reflects the bias of the writers. Reflection on their own life experience in order to assess the truth or viability of the contents was part of this process. An article depicting a "grim reaper" type figure protesting at the taking away of democratic rights in the area of local government was used. The picture was explored for emotive impact and then the authors of the article (all elected mayors currently in office) were noted, and the text read for bias. Some student comments evidenced that a refashioning of existing knowledge had taken

place and they would be wary in future. Overall, however, there was passive cynicism, a feeling that they had no power to make change.

Impacting on my planning for the third week's class was a reflection on an article by Lyn Daws in which she states "Freirean pedagogy is predicated on an understanding that it is the needs articulated by the students themselves which form the basis of any curriculum."7 This reminded me that as teacher I had introduced the topic for last week's class. I recalled a student's angry comment about the Albert Park Lake being reconstructed to meet the needs of the Grand Prix; this became the issue for discussion for the third week's class.

Of course, as literacy teachers experience all too often, that particular student didn't arrive, but we proceeded because what had been raised as a personal issue by one student was now quite a public issue after the Premier's appearance at the protest and the subsequent escalating media coverage. Also, critical literacy has quite obvious links with Literacy for Public Debate which was part of the students' curriculum for the Certificate of General Education.

In his discussion on dialogue, Paulo Freire says "then the object to be known is put on the table between the two subjects of knowing. They meet around it and through it for mutual inquiry."8 In my classroom, knowledge already held by the students was elicited by means of drawing on their memories of the Adelaide Grand Prix, and the impact that had on Adelaide, and then transferring that knowledge across to a Melbourne scenario by way of a mind map done on the whiteboard.

A range of views on the issue had been written out for role playing by the class as one way of ensuring a critical examination of all views through the use of speaking, writing, reading, thinking and listening competencies in an interactive language situation. Also, before written opinions together with supporting reasons were asked for, dialogue took place both as a rehearsal for writing and as practice in a speech event.

In the fourth week, students wrote letters to the Editor of the Herald Sun (both for and against the proposal) as part of their writing portfolio of Literacy for Public Debate, but they declined to send them. No further action was desired by the students. However, the discussion of concepts, values and points of view, experience in using appropriate formal letter structure, whole class modelling and student to student dialogue, were all empowering elements of the developing critical literacy framework of the student.

The passive cynicism I referred to earlier was still present as shown when one student expressed an opinion that no matter what you did, it wasn't going to change things. Later on, however, the same student commented "there is the example in our area of there still being a rail service because people wrote letters and protested." Agreement seemed to be reached that it was possible to achieve change but high personal motivation was needed.

REFLECTIONS

In the ALT course, critical literacy has been modelled by information being put out on the table, ways of knowing discussed and our knowledge has been reshaped by dialogue and reflection in our thinking and writing in our journal. However, as students, we have not taken public action about the adult literacy issues that bother us. Critical literacy does not fit into a one dimensional time frame. Reflection, dialogue and conviction may yet motivate, as often happens with literacy students, some of our number to use print at some future date to critically transform the social reality of our field.

Do any limitations pertain to critical literacy? What effect is the new economic rationalism of the 1990s having on a critically-transformative approach to social reality? Are all sections of the community's critical literacy needs being met in "New Times"? Are all students culturally and attitudinally open to participation in a critical literacy curriculum? Whose needs are being met by the modelling of a critical literacy curriculum?

Critical literacy in contemporary Australia is in a position of tension as teachers adapt that concept to the needs of the students being processed through mass literacy / training / competency based programs constrained by time limits and quantifiable outcomes.

The literacy needs of Australia's jobseekers are the focus of the Australian Government. Those citizens who aren't able to access literacy programs for a range of reasons may become marginalised citizens. Christie in *Literacy for a Changing World* says: "The contemporary world demands a level of sophistication in literacy greater than at any time in the past. It demands a people capable not only of handling the awesome range of print materials now a feature of a technologically advanced society, but also of creating and responding to new ones...".9

Students are positioned differently in society. Maslow's theory of hierarchical needs described as "physiological, safety, love and belonging, self-esteem, and lastly self-actualisation" may well influence student attitudes to critical literacy depending on their own individual needs at certain times in life. Cultural and gender barriers may also interfere with a student's approach to a critical literacy pedagogy. Students can become capable users of print but, unless significant factors such as motivation are present, then students won't be interested in adapting a critical-transformative approach to social reality.

CONCLUSION

In summary, a critical literacy curriculum is vital to the student as active citizen in society. It can be seen that a technicist, basic skills approach to literacy curriculum will not be sufficient for the worker in the current economic rationalistic times where the demands of communication both technological and managerial demand critical understanding and action. Teachers through modelling of the curriculum and students as active participants in this process can create an enhanced critically-transformative social reality for Australia in the 1990s, however gradual that may seem at times. Critical teaching and critical learning go hand in hand.

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CREATING A LITERACY CLUB

Jean Mitchell was a student in an Adult Literacy Teaching course at Western Metropolitan College of TAFE in 1994. Jean works for the Languages Studies Department of Northern Metropolitan College of TAFE. At the time of writing she was working with a part time literacy class for long-term NESB residents and with an advanced class.

INTRODUCTION

This paper outlines an approach to curriculum planning and delivery for a part time ESL Literacy class attending for eight hours a week. The course operates at Northern Metropolitan College of TAFE (NMCOT) for two mornings a week and for eighteen weeks.

THE STUDENTS

My class consists of fifteen students, thirteen women and two men. Fourteen of the students have attended part time literacy classes for at least two years prior to coming to my class. Only one student has never attended an ESL class in Australia. Twelve of the fifteen are older than fifty, with five of these being over sixty. The three remaining students are between thirty and forty years. All of the class have had less than eight years' schooling in their country of origin. They are all immigrants, eight from Italy, and one each from Greece, Egypt, Portugal, Chile, Macedonia, Vietnam and Czechoslovakia. Apart from one student, all members of the class have lived in Australia for more than 10 years, with seven students having lived here for more than 30 years.

As long term residents in Australia, the women in the group, until now, have been fully occupied raising families and working as machinists or on production lines to pay off the family home. The two men in the group have had work experience in Australia as a builder and a fork lift operator. The few students who voluntarily retired from the workforce do not face the same frustrations and difficulties as those who have been retrenched as a result of the recent recession and award restructuring.

Only four students in the class see work as a future option. These four students see the literacy class as the first step towards their long term goal of further study and training. The builder wants to move into real estate, two of the women would like to develop basic office skills and another one wants to work as a child care assistant.

The remaining members of the class are realistic about their limited employment options and view the class as a place for personal development. In particular, they want to improve their skills, extend their knowledge base and develop self confidence to participate more fully with the more literate members of their family. The people in my class have a strong sense of feeling excluded or "left behind" by their children and grandchildren. They want more than anything else to be members of a group, not just any group, but a group that is engaged in learning through literacy, and a group that separates them from their role in the family and allows for personal growth in a way that is different to the other aspects of their lives.

PRELIMINARY THOUGHTS

Before the first class, I had some ideas of the types of routines and structures I wanted to develop for the class. I wanted the students to be able to organise themselves and their work by maintaining a folder with cumulative records of their writing and reading. I wanted the students to make use of their literacy skills to make more sense of the world around them. I also wanted to move the students from being overly dependent on the teacher to becoming more self reliant and resourceful both in and out of the class. Some of the students' samples of writing from previous classes revealed that they were very confident in writing for personal expression, developing confidence in the use of instructional texts but limited in the literacy areas of public debate and knowledge. I wanted to extend them beyond the procedural and personal literacies. I knew also that I wanted to create a literacy "club" in which membership to the club would motivate the students to

become active participators in literacy activities both in and out of the class. As well, I wanted the students to develop a sense of ownership over the direction of the course.

NEGOTIATING THE CURRICULUM

From the start, I wanted to include the students in the shaping of the curriculum. My task was to find out what they wanted to know, what they needed to know and what they expected from the class. After some preliminary introductory activities the students helped me to compile a list of things they wanted to cover. I asked them to discuss what they wanted in pairs before contributing to the group list to ensure that everyone contributed to the discussion.

Focus questions:
What do we want / need to do (in and out of the class)?
What do we want / need to learn (skills as well as topics)?

The list initially focused on where the students wanted to go. The excitement grew as the list expanded to include trips to the theatre, to the opera, and up the country to places like Ballarat and Bendigo!! We discussed the time constraints and the potential scope of a part time class as well as the fact that I wasn't available for extended trips. Gradually, the list was pruned and shaped to fit some sort of a plan for the content to be covered over the next 18 weeks.

The final list of possibilities for excursions included:
Art Gallery
Museum
Yarra River boat cruise
Botanical Gardens
Melbourne City Council Chambers
Parliament House
The Mint
Courtroom procedures (Supreme, County, Magistrate's)
Local child care centres
Theatre / Arts Centre.

The list of topics the students wanted to cover included (in their own words):

How laws are made
How to read the newspaper and understand the news on TV
Aboriginal religion
The history of how Australia was discovered
What politicians do apart from talk on the news and fight in parliament
Some science (e.g. outer space, the stars and the planets, the ozone layer...)
How to have good discussions.

THE EMERGING CURRICULUM

As I was compiling the lists I could see the curriculum emerging. The connection between the various items seemed clear to me. All I had to do was identify the understandings or concepts I wanted the students to develop through the planned (and unplanned) activities.

I decided to begin with a group excursion to the Art Gallery. Several students said that they had never been before and a few students said that they had never used the public transport system. Many of the women had always been driven to places by their husbands or children. They were totally dependent on others for getting around Melbourne. As well, they had never gone anywhere "just for themselves". All previous activities had been part of the role of wife and mother. Knowing this, it became clear that reading maps and train timetables would be an early priority for the group. In an attempt to help anxious students to feel more secure, I

established support groups within the class. Students were put into groups of four and individuals exchanged telephone numbers and addresses should they need to speak to someone about class related issues out of class time.

The visit to the gallery would be a way of tuning the students into a particular period of Australian history, namely the period of white settlement after 1788. The Colonial artists' (1800s) depiction of vast landscapes with animal-like portrayals of the Aboriginal people certainly revealed the belief that the colony was "uncivilised" and in fact "uninhabited" ("terra nullius"). Looking at this art period would very nicely set the scene for exploring the topic of Aboriginal life before and after settlement. It would also connect the students to current news items about the High Court Mabo decision and the various reactions and responses to it.

UNIT ONE

The first stage of unit development is to ensure that I have adequate resources. Our library has a great collection of Australian art texts and we have easy access to the National Gallery of Victoria. NMCOT is on the train line to the city and so cost is minimal. Because I tend to think more clearly in questions, I'll state the questions I asked myself here:
- What is it that I want the students to get out of this activity?
- What understandings do I want them to develop?
- What ideas do I think they need to know?

The essential thing is concept development rather than remembering mere facts in isolation. By this, I mean making connections between various bits of knowledge. It is at this stage that I try to write the statements of understanding down. They will be a reminder to me of why I am doing this sequence of activities:

EARLY EUROPEAN ART IN AUSTRALIA - UNDERSTANDINGS

* Art communicates ideas and expresses beliefs.
* Paintings are a valuable source of history.
* Art styles change over time to reflect the changing beliefs, attitudes and values of groups in our community.
* Works of art reflect the perceptions of the artist as well as the prevailing beliefs of the community.
* Some works of art and artists are more highly valued than others - this also reflects the values of the time.
* Art contributes to the creation and development of identities.

Now I'm ready to plan the activities for the class.

Planned Activities

1. Preparation for gallery trip
What is art? Discuss in pairs, then whole group.
Why do we have galleries? Discuss. Whole class creates statements. Collection of Australian art books: students become familiar with works, artists. (Note way of accessing data, i.e. the birth date and the date of death of artist as well as the date the picture was painted.)
Focus: Colonial Art and Heidelberg School as a comparison of two styles.
Timeline: dates 1788... 1800... 1850... 1900... Discuss events, ways of talking about an era (early 1800s, mid 1800s, late 1800s, 18th century, 19th century).
Vocabulary: colony, Colonial, Heidelberg School, technique, impression, Impressionist School, botanist...
Focus on map to gallery, train timetables, establishing out of class networks, telephone tree idea, to ensure maximum attendance on excursions.

2. Excursion
Students discuss paintings from Colonial and Heidelberg periods with gallery guide. Students are seated on stools in front of paintings - discussions on context, content, technique and of student responses to individual paintings.

3. Follow-up from gallery
Discuss art works and compare two schools of art - Colonial and Heidelberg. What did we see? What did we find out? What did we learn?

4. Writing task
Whole group collaborative construction of a paragraph on each school of art detailing the features of each - use of colour and light, painted in or out of studio, values represented in paintings, ideas about Australia, ideas about Australians (white and black), topics painted, who were the artists (men or women), how did the artists approach their work (scientific classical approach of recording precise details, data collection and reporting on a "strange" new country; expressive approach, the creation of an impression, shaping of a new identity, a break from the past traditions).

5. Analysis of the text
Focus on words of comparison, linking devices, nominalisation (a move away from the personal recount of the trip). The hidden agenda here is showing the process of constructing and shaping a text so the students can see the changes and adjustments required to get the text to say what we want it to say! Acceptance of errors and use of strategies to draft and redraft.

6. Oral presentation
Look at art texts again. This time students work in pairs and focus on a painting of their choice. They obtain data about the painting, taking some notes and preparing to tell the class about the chosen picture. This may involve cross referencing with other texts. To start with general information (style of art, etc.), and then move to specifics. Teacher models a presentation.

7. Follow up
What was happening in Australia at the time of Colonial Art? At this stage the class can move in two directions (options 1 and 2):
1. Aboriginality
2. Australian Government.

UNIT TWO

I decided to go with the Aboriginality unit first because of the recent High Court Mabo decision. The students had shown considerable interest in the topic and displayed considerable amounts of misunderstandings of the facts and issues related to land claims. As well, I knew that they would not be able to grapple with the contemporary issues related to Aboriginal identity and land rights claims unless they had an historical insight into black and white relations in this country. I was also aware of the availability of a Koorie guide to speak with the students at the Koorie Heritage Trust exhibition at the museum. My students were well aware of the notion of cultural difference having experienced it first hand. This was my starting point for the unit on Aboriginal Identity, the idea of a clash of two cultures, European culture and traditional Aboriginal culture.

I prepared some statements of understanding I wanted to have to guide me in the planning of the next sequence of activities.

ABORIGINAL IDENTITY - UNDERSTANDINGS

* Aboriginal people were the original inhabitants of Australia.
* Australian history has a black perspective as well as a white one.
* The European invasion of Australia has had a major impact on Aboriginal people.
* Aboriginal people have diverse needs and interests.
* Aboriginal people have survived the invasion and have grown to become a well organised political force today.

Planned Activities

Focus question: What do we know about Aboriginal culture?
Individual students write down own ideas and share in small groups. To ensure all participate, each group elects scribe, reporter and timekeeper. Groups then share and compile a common class list which is recorded on butcher's paper. Keep list for later in the unit when looking back at what the class has done, for discussing What have we learned? What do we now know?

Focus question: What do we want to find out?
Teacher records the list of questions, one from each student. Allow time for students to discuss their questions first in small groups.

1. Tune in to traditional culture through reading a selection of Dreamtime stories.
Read Oodgeroo Noonuccal's (Kath Walker's) *Stradbroke Dreamtime*. What is the Dreamtime? Read Kath Walker's *The Beginning Of Life*. Work with the text. Students have own copy to keep. Focus on the use of narrative devices, the biblical language for the creation story.

2. Compare with other creation stories.
Reference: *Creation Myths*, retold by Maureen Stewart and illustrated by Graeme Base. Southern Cross. 1987.

3. Read and retell activity: reading traditional stories from the picture story collections listed below.
These stories introduce many of the traditional customs of tribal life. Aspects of identity (totem system, family relationships, hunting and gathering, food, oral traditions, painting, dance, etc.) are revealed in the texts.
Introduction to the texts: read blurb, discuss author and illustrator, why they work as a team, where they live and where they get their stories from.
- Teacher models "read and retell" by reading aloud to group, showing pictures at the same time. Ask class to retell story from memory, using the pictures as a cue. Give the main ideas only (getting the gist of the story); avoid "reading" from the actual text.
- Discuss the ideas in the story related to traditional lifestyle.
- Create a list of key words: boomerang, spear, beehive, berries, yams, water-lilies, dingo, kangaroo, butcher bird, echidna...
- Word study and extension activities may be necessary so students understand the ideas in the various stories.
- Students are encouraged to visit their own public library and to locate Percy Trezise and Dick Roughsey texts to read at home: they are to prepare for the retelling of a story to a small group, at the same time as showing the illustrations.
Picture story texts used
* Percy Trezise and Dick Roughsey: *Turramulli The Giant Quinkin, The Quinkins, The Magic Firesticks, The Giant Devil Dingo, The Rainbow Serpent, Black Duck And Water Rat, The Turkey And The Emu, Banana Bird and The Snake Man.*
* Pamela Lofts: *How The Birds Got Their Colours, When The Snake Bites The Sun, Dunbi The Owl, The Echidna And The Shade Tree.*

4. Read from Kath Walker's *Stradbroke Islan*d autobiographical collection of short stories, e.g. *Kill to Eat, The Tank, Carpet Snake*, to provide another context for Aboriginal culture. These stories are taken from the lives of Aboriginal people in the 1940s and 1950s. Read and retell. Related activities:
- Paraphrase the story (nominalisation, summarising skills).
- Story map: list key events, sequence, note humour / action in stories.
- Discuss why the stories have been written.
- Introduction to the idea of story telling (oral tradition) as an effective way of passing on traditions, rules, history, identity.

5. Gather more information about the author in order to appreciate her writing, both prose and poetry.
- "The 'Fringe Dweller' Who Won Literary Acclaim": An Obituary, *Age*, 17 September 1993.
- Australian Lives, Greg Mitchell, Southern Cross Series.

- *Oodgeroo Noonuccal - Poet Painter And Elder Of Her People*, Al Grasby, illustrated Bruce Smith, Macmillan, Headliners Series, 1991.
- Listen to readings of her poetry - *A Tribute To Oodgeroo Noonuccal*, 3RN cassette, 20 September 1993.
- Read a selection of her poetry from *My People*, Kath Walker, Jacaranda Press, 1970, such as Son Of Mine, Ballad Of The Totems.
- Analysis of all the texts.

6. Discuss the concept of time
- Compare a timeline of 40,000 years with one of 200 years.

7. Analyse vocabulary
- Examine the meanings behind words, positive / negative meanings.
Civil...civilise...civilisation...civilised...uncivilised..., primitive, traditional, tribal, modern, progress, settlement / invasion, kinship - family trees, western traditions, Koorie kinship relations.

8. Prepare for excursion to the Koorie Heritage Trust at the Museum of Victoria.
Map of Victoria.
- Focus on the Aboriginal groupings before and after white settlement. Reference: Koorie, ed the Koorie Heritage Trust, Creative Solutions, North Melbourne 1991. (Handout available on request to prepare students for visit). Focus on the movements from tribal groups to mission stations and reservations.

9. Undertake research: Excursion
- Place students in groups to find out the following things:
Describe the permanent homes the Koories lived in at Lake Condah.
What did the British Government think about the Aboriginal people in Australia after 1788?
Who were the important people in tribal life and what jobs did they do for the community?
How did the Koories organise themselves before white people came to Australia?
What was different about Koorie families and European families?
How did the Koories use the land? How do they use the land today?
Describe a typical tribal diet.
How did the tribal diet change after white settlement? Why?
How did the government decide who was to go onto a settlement / reserves? Why?
What beliefs did the Europeans have about the indigenous people?
What beliefs did the Aboriginal people have about the first Europeans?
(A Koorie Heritage Trust handout for school groups that can be adapted for use during the visit is attached as an appendix.)

10. Follow-up excursion findings.
(a) Small groups share findings and plan to report back to class.
- Look at museum handout: was it useful?
- Revisit original list of questions (butcher paper) from whole class brainstorm at start of unit.
- Can we answer any of our questions now?
- What do we now need to find out?
- How / where can we find the information?

(b) Focus on aspects of cultural difference.
View SBS video series Women of the Sun, noting attitude towards the land, family values, government policies on integration, assimilation, removal of difference, removal of children, breaking up of family and tribal connections, religious tolerance.

Women of the Sun
Part 1 Alinta The Flame
Part 2 Maydina The Shadow
Part 3 Nerida Anderson
Part 4 Lo Arna.

- Each episode provides key questions for discussion groups to extend their understanding of the issues raised.
- Extracts from the film script by Hyllus Maris and Sonia Borg, Currency Press, 1983, are available in class

sets to examine the dialogue in more detail.
- Handouts are prepared beforehand for each episode.
- Summaries, lists of key ideas, can occur throughout the viewing of the series.

11. Prepare for a piece of writing comparing the two cultures.
Topic: "What does *Women of the Sun* show us about the differing values of European and Aboriginal cultures? Make reference to examples from the text or the film."
Teaching points:
- Language of comparison and contrast.
- Structure of essay.
- Model outline of construction of essay.

12. Analyse the video *Babakieuria*, Special Broadcasting Service (SBS), Sydney 1986.
- Discuss response to the video: why this video was made; what the production team's intention could have been; the reasons for the role reversal strategy; what reaction the viewer would have if he/she is Aboriginal / white; the patronising reporting used by media presenters when dealing with "other" cultures; the "tongue in cheek", satirical approach.

It is a good video to use at the end of a unit, as it focuses on the idea of perspective or point of view. It engages the students in activities where they are expected to take on the position of someone other than themselves and can be a challenging and powerful way of developing understandings of the complexity of issues as well as developing skills in discussions and debate.

CONCLUSION

The curriculum outlined above has fairly clearly covered the "four literacies" as outlined in the Certificates of General Education for Adults. Literacy for Knowledge and Literacy for Public Debate are the two domains most frequently covered in my program. However, Literacy for Self Expression has also been dealt with through the use of Kath Walker's poetry and prose. Literacy for Practical Purposes has been covered in a thoroughly useful way through the inclusion of activities ensuring that students could in fact confidently and competently use the MET timetables and train system in order to get themselves to the Art Gallery and the Museum of Victoria.

KOORIE EXHIBITION GUIDE 1

This guide is designed to highlight certain aspects of the Exhibition. To assist in their visit, students should be familiar with the following words and their meanings -

archaeologist
diorama
bunyips
creation
contemporary

printing
carved
Koorie
weaving
basket

jewellery

mission
splints
casts

Circle the answers to the questions. There are additional questions, marked with an *, which can be discussed in the Exhibition or back at school.

1.Begin at the section TIME OUT OF MIND.
List three things archaeologists have found that show that Aborigines have lived in Victoria for a long time.

2.Find the beginning of the SERPENT RAMP.
The man on the left in the diorama of Lake Condah is using a trap to catch something to eat.
The animal being caught in the trap is - * a fish *an eel *a kangaroo

3. Look at the shelters the people have built. The shelters are made of - * stone * bricks * branches

4. These shelters were built to last a long time. What does this tell you about the lifestyle of these people?

5. Walk up the ramp. Find the panel Bunyips.
Read a story or ask your teacher to read it to you. Draw a picture of the Bunyip.
Find other creation stories which tell how the world came to be.

6. Continue to the end of the ramp, turn left to the cases containing contemporary Koorie art.
Look at the screen printing. The animals that can be found in the patterns on the material are -
* kangaroo * lizard * turtle * emu *fish *wombat

7. Find the carved eggs.
The bird that laid these eggs was - * an eagle * a chicken * an emu

8. Other crafts made by Koories are - * carving * weaving * baskets * jewellery * paintings

9. Go down the stairs to the bottom of the tree.
The tree has a large scar on it.Part of this tree was used to make a - * house * canoe * shield

10. How could this canoe be used?

11. Find the case DANCING AND PLAYING.
The returning boomerang was mainly used for - * games * killing animals * digging

12. Find the case HEALING AND CARING.
Broken bones could be mended by splints and casts made of - * clay * plaster * sticks * grass * animal skin

13.Find the case HUNTING AND KILLING.
The tools that you can see in the case include - * boomerang * spear * spear-thrower * basket * shield

14. What materials were used to make some of the tools?

15. Find the cloak.
Cloaks were usually made from the skins of- * koalas * possums * cows

16. How would the cloak have been worn?

17. Find MISSION HOUSING.
The roof of the mission house is made of -* tiles * tin * bark

18. What would it be like to live in this house?

19. Find the ABORIGINAL FLAG.
What colours appear on the flag?

20. Go up the stairs. Find the cartoons. What message does each cartoon tell us?

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KOORIE EXHIBITION GUIDE 1
ANSWERS

1. rock shelters, stone axe quarries, water storage wells, shell middens, stone arrangements, engravings in rock
2. an eel
3. stone
4. some Aboriginal people, such as at Lake Condah, lived in permanent settlements as the environment was very lush and food and water plentiful
5. (student provides own answer)
6. kangaroo, lizard, turtle, emu, fish
7. emu
8. all of these
9. canoe
10. for fishing in rivers and lakes
11. games
12. clay, sticks, grass, animal skin
13. boomerang, spear-thrower
14. wood
15. possums
16. over one shoulder and under the opposite arm and pegged with a bone
17. bark
18. (student provides own answer) Compare with housing at Lake Condah
19. black - for the people
red - for the earth
yellow - for the sun
20. (student provides own answer.) The cartoons show the lack of understanding of mainstream society, its failure to consult with the Koorie people about Koorie affairs and willingness to accept only one explanation, its own, for the various social problems that exist.

(courtesy of)
MUSEUM OF VICTORIA EDUCATION SERVICE

THE LITERACY SUPPORT TEACHER AND THE NEGOTIATION OF CULTURES

Joanne Bradford was a student in an Adult Literacy Teaching course at the Council of Adult Education in 1994. Joanne wa the joint project officer for the Vocational Literacy for Koories project at Northern Metropolitan College of TAFE.

INTRODUCTION

The wellspring of this article has been my own need to reflect further on some of the ideological and cultural issues that I have tussled with over a number of years of working as an ESL and Literacy teacher with Aboriginal students in vocational training. While working with Aboriginal interpreters and translators, trainee teachers and a cross-section of workers in an Aboriginal service organisation, often the most difficult question I have had to face has not been "What will I teach today?" but more essentially "What am I doing here?". The historical, political and cultural factors that have converged in classrooms where I have been teaching have challenged my notions of my personal and professional self, and continue to do so.

Again, while working over the past year on the Vocational Literacy for Koories Project, a professional development project funded by the Commonwealth Adult Literacy Program (CALP) and the National Aboriginal and Islander Language and Literacy Strategy (NAILLS) through the Office of Training and Further Education, a multiplicity of questions have arisen for myself, and for literacy teachers who have participated in the project's activities, about the role of the literacy teacher and the negotiation of cultures. Given that the Victorian Aboriginal Education Association Incorporated, local Aboriginal Education Consultative Groups and Koorie Liaison Officers in various institutions are developing Koorie perspectives and policy on training and education, what are the areas of knowledge beyond the technical skills of literacy which the literacy practitioner needs to be aware of and responsible for in his / her teaching? What questions should the practitioner and Koorie students respectively explore about culture, language and the nature of academic learning or training? What needs to be made explicit and what can be acquired? Is it possible to teach English language and literacy in a European educational setting and not be a part of the assimilationist push which has historically attempted to take away so much from Aboriginal people?

LITERACY SUPPORT TEACHERS

Literacy support teachers involved in the Vocational Literacy for Koories Project have been searching for a body of both oral and written Aboriginal cultural knowledge which can inform their practice. Aboriginal speakers in the project's staff development workshops have talked with the participants about Koorie English, Koorie learning styles and perceptions of the education process to engender cross-cultural understanding. However in an enthusiastic effort to gain cultural knowledge there is a danger that the non-Koorie teacher may construct another set of rules for behaviour, precepts and stereotypes which may not always be useful if they are held to inflexibly. The teacher may fail to realise that working in this field requires a constant reconsideration and reformulation of his or her notions of culture, of his or her role in the educational process.

In fact the literacy support teacher needs not only to be informed about Aboriginal culture but must have a heightened insight into the values, behaviours, knowledge, etc. which are part of the western cultural and educational milieu in which he or she is working. The flux of economic and social change in the present period has presented teachers and students with complex dilemmas about appropriate knowledge, skills and values in a post-industrial culture. It seems that a constant engagement in understanding both aboriginal and mainstream Australian cultures respectively and their continuing interaction in our society is required. Notions of cultural models will have strong implications for literacy support teaching, as Gee argues: they "are the basis on which choices about exclusions and inclusions and assumptions about context are made; every word in the language is tied to a myriad of interconnecting cultural models." (Gee, 1990, p 90.)

ABORIGINALITY

In the fields of anthropology and Aboriginal Studies the debate about what constitutes Aboriginality is com-

plex. Debate is often framed in terms of the Aboriginality-as-persistence model, which sees Aboriginal people as all holding inherent characteristics or primordial ties in common, or the Aboriginality-as-resistance model, which sees aboriginality expressed and new forms created in the interaction with non-Aboriginal culture. The Aboriginality-as-persistence model can lead to a belief in cultural dualism that sees Aboriginal culture as a monolithic thing and western culture as another homogeneous and unified concept; resulting in both cultures being viewed in a rigid dichotomy without sharing any common ties in humanness.

Keefe (1992) in discussing the notion of cultural difference and its effects on school performance of Aboriginal students warns of the dangers of using a notion of culture that draws up lists of differences which then become canonical: "It is the labelling of a dynamic, interactive process as a singular set and fixed body of commonly shared knowledge, attitudes, values and behaviours. This approach treats cultures as reified totalities in which there are not differences across ages, region, classes or gender groups." (Keefe, 1992, p 100.)

Aboriginal people have been constantly faced with the difficulties of explaining what culture means, not necessarily because they need to articulate it for themselves but because non-Aboriginal society demands it of them. The following statement from a report to the Schools Commission in 1975 by the Aboriginal Consultative Group articulates a view that reflects the culture-as-persistence model: "...we recognise the existence of an Aboriginal people consisting of many diverse communities and individuals, and that specific educational needs are different amongst different Aboriginal groups. But we see a common cohesion of cultural values and aspirations that identify us as a distinct people, with aspirations often quite different to that of the non-Aboriginal community." (Coombs et al, 1983, p 22.)

Whether one accepts this view or not it is nevertheless true that neither Aboriginal people nor non-Aboriginal people speak or behave in exactly the same ways they did at the time of the white invasion. We may be able to describe enduring aspects of a culture but on many levels any culture is in a constant state of change. The point is made by Alma Stackhouse, Tasmanian member of the Council for Aboriginal Reconciliation: "Many people think that the Aboriginal people of Tasmania have lost their culture and don't really exist. These ideas are based on the assumption that culture is static, which isn't true. It is important to realise that culture is a dynamic and changing thing." (Australians for Reconciliation Study Circle Kit, 1993.)

There are people too, such as the Aboriginal teachers and council members of the independent bilingual and bicultural Yeperenye School Council in Alice Springs, who are imagining a new notion of Australian culture, which is highly conscious of the need to maintain Aboriginal culture and knowledge but which does not wish to continue the historical polarisation between Aboriginal and non-Aboriginal culture. Eli Rabuntja, Arrernte elder and the Foundation President of the School Council says: "Today they think two ways. It's got to be like that. We have two people here - white and black. Aboriginal people can learn something from white cultures and white people can learn from Aboriginal cultures. They've got to be learned together." (Bowden, R and Bunbury, B, 1990, pp 37-43.)

POST-MABO CULTURE

A literacy support teacher at the present moment finds him or herself working in what could be called, in terms of Australian history, a post-Mabo culture, given the overturning of the doctrine of Terra Nullius and its ramifications. He or she is also working in a time of rapid economic and technological change, the so called post industrial "New Times". While it is difficult often to understand cultural change whilst one is in the midst of it, the literacy teacher can ill afford to ignore the social and political issues which affect what and how Koorie students learn and his or her own position as a cultural agent. There are issues for example in the cultural appropriateness of Competency Based Training (CBT) for Koories in terms of: the difficulties in making predetermined standardised goals culturally inclusive, the limitations placed on Koorie students in determining their own learning goals and the CBT's discordance with Aboriginal epistemologies.

Kirkby (1993) compares the reductionist nature of CBT in which knowledge is broken down into discrete and supposedly measurable skills with an Aboriginal approach to learning which tends to be relational and holistic. The literacy teacher cannot view his or her work as just being about the delivery of the technical skills of literacy: "Imparting literacy to others involves ideological contests over meaning and power and it does not

imply a neutral giving to people the basics for them to do what they want with." (Street, 1991, p 45.)

Ethnographic researchers in the field of literacy such as Shirley Brice Heath (1983) and Brian Street (1991) have demonstrated that particular cultures have their own uses for literacy, have understandings of their literacy practices which do not necessarily correspond with the notions of literate behaviour and aspirations held by many people in mainstream western culture. For example, in Shirley Brice Heath's work over ten years in three communities in the Piedmont Carolinas in the USA, she found many differences in the ways in which the white working class community of Roadville, the black working class community of Trackton and the "mainstreamers", the urban black and white community, were participating in literacy events. For example, in terms of story telling and reading habits, in the black community reading was seldom an individual private act but was often conducted in a group with people participating in the process by people asking questions and expressing opinions so that through the written text and oral discourse the group constructed meanings. In story telling and recounts children were actively encouraged to use imaginative language and to play with words and "facts". In the white working class community with strong fundamentalist beliefs fictionalised accounts of reality were frowned upon and, although parents read to children, they did not encourage them to decontextualise their knowledge or to fictionalise experience. Children from the communities of Trackton and Roadville found themselves and their ways of using language at odds with the expectations and norms of mainstream education when they attended school. The children from the mainstream urban black and white community were well versed in the question-answer routines and the social and literacy behaviours which were valued in the school well before they even set foot in the door.

LANGUAGE

In the Victorian Koorie context, the work of aboriginal linguists Eve Fesl (1982) and Isaac Brown (1989) demonstrate that Koories are using and viewing language in different ways to mainstream western culture. Fesl's conclusions, after research in two Victorian and one New South Wales community, showed that many Aboriginal people did not see literacy as a prestigious skill and that in an extended family system it was not necessary for every individual to be highly skilled in everything. She also found that many of her respondents were not interested in learning literacy per se but were more interested in learning practical skills.

There is very little recently published research in Victoria which could further inform teachers to how Koorie people are using language and literacy in various contexts so the onus is on teachers working with Koorie students to be listening to and investigating how students are communicating and reading and writing. This year, however, the Goulburn Valley Aboriginal Education Consultative Group and the Koorie Education Action Network have been working on "The Koorie English Literacy Project", a professional development and research project. This project aims to develop the awareness of teachers in primary and secondary schools of the use of Koorie English as a first language by many Koorie students and to develop better strategies in schools for dealing with their language and literacy needs. The project has also collected stories from students and elders to be published as bidialectal reading material for use in schools.

The Koorie students, with whom the concurrent literacy support teacher meets in a vocational training context, may come from a variety of living situations and educational backgrounds. For example, some students will have had intense exposure to Koorie English through their upbringing in communities and their first major encounter with Standard English may have been on commencement of primary school, while others may have been isolated from their communities because of adoption and may have entered schooling well versed in the linguistic and social behaviour that school culture values. In the latter case this does not necessarily mean that the student has not been at odds with dominant mainstream language and culture.

Any student, to be successful in the mainstream education system, needs to acquire "essay-text literacy" which includes skills such as the ability to give 'what type' explanations, to break down verbal information into smaller bits, to write discursively, etc. This form of literacy demands that a person uses Standard English and is able to view the world in a particular way and threatens diversity of cultural expression. As Gee speculates: "Essay-text literacy, with its attendant emphasis on the syntactic mode and explicitness while only one cultural expression of literacy among many, is connected with the form of consciousness, and the interests, of the powerful in our society. As western technology and literacy spread across the globe, this form of con-

sciousness is influencing, interacting with and often replacing indigenous forms all over the world". He goes on to cite Musgrove, "...western yardsticks are relevant everywhere because all men must become Western or perish". (Gee, 1990, p 67.)

The work of James Gee who, as a linguist, attempts to bridge literacy theory with social theory and critical pedagogy, provides insights into how a literacy support teacher and Koorie students can examine language in relation to ideologies and explore diversity in language use through the vehicle of Discourse theory. By this, Gee means:
"Discourses are ways of being in the world, or forms of life which integrate words, acts, beliefs, attitudes, social identities, as well as gestures, glances, body positions and clothes." (Gee, p 142.) He goes on to add: "A Discourse is a socially accepted association among ways of using language, of thinking, feeling, believing, valuing, and of acting that can be used to identify oneself as a member of a socially meaningful group or "social network", or to signal (that one is playing) a socially meaningful role". (Gee, p 142.) He also distinguishes Discourse with a capital "D" from the usual understanding of discourse as connected stretches of language that make sense, such as conversations, stories or essays.

This view of language behaviour challenges the non-Koorie teacher to reflect carefully on the way he or she responds to the language the Koorie student brings into the classroom as Discourse reflects one's very identity.

Discourse theory also enables both teachers and students to view the learning of a new Discourse as part of being versed in a range of other Discourses including one's primary Discourse. The primary Discourse can be critically evaluated and a student may consciously choose to expand his or her repertoire. This still raises questions of how much of the self will need to change in order to do this and what could be lost for certain individuals in terms of time spent with family, learning one's own culture or maintaining cultural obligations in the process.

In the context of vocational training or further education, Koorie students are faced with the Discourses of particular subject disciplines such as sociology, psychology, technology, business, etc. Students will need, in order to read and write meaningfully, not just the technical skills of reading and writing such as formatting or use of specialist terminology but, for example, knowledge of the various schools of thought and big names in the field, current trends, etc. Subject teachers may make assumptions about the body of background knowledge that students have. Because they are insiders in a particular discourse, they may not be fully explicit about "the givens" they operate with. This could lead the concurrent literacy support teacher into a mediator's role: someone who works between people and discourses. This of course means that the onus for understanding is not just on the student; there needs to be dialogue with subject teachers too.

CONCLUSION

There is a need for approaches to language teaching which are not formulaic and prescriptive but which explore the nature of language and culture. Take for example the approach of Koorie lecturer, Wendy Brabham, with her education students at Deakin. She allows Koorie students in the first two years of the course to write in Koorie English and begins a discussion in third year about Standard English usage and its relationship to their goals. Students then make an informed decision themselves on which way they want to go: "That's a real empowerment where literacy is concerned. It's not about changing Aboriginal people even more where language is concerned." (Brabham, p 2.)

She suggests that literacy teachers could, when beginning to work with Koorie students, talk about what language skills the Koorie person has already acquired and for the teacher and student to discuss the value of these skills rather than seeing a "deficit". Importantly, she sees the teacher as being involved in a continuing process of analysis and reflection about language use: "It's a hard one, and I'm constantly checking myself when I'm teaching. What am I doing here? Am I part of that imposing assimilationist drive that all teachers are conned into, without even thinking? ...It's so dangerous because it's actually taking away what we've got left. The politics of language is very important in the sense where it actually contributes to how you are identified as a Koorie Person." (Brabham, p 2.)

Approaches or discussions of this type are not commonplace in most educational institutions but it is obvious that there is a need for literacy teachers to be engaging in continuing dialogue with Koorie students and the community so that both teachers and students are aware of the cultural and political implications of the curriculum and their choices in terms of language and literacy.

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TWO-WAY SCHOOLING

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INTRODUCTION

In this assignment I am considering the dilemmas posed by the question of Aboriginal literacy. There is an apparent contradiction at the heart of Aboriginal education: Aborigines wish to preserve their own culture, yet at the same time they recognise the need to acquire the skills needed to speak to white Australia on equal terms. The answer to the problem I see in the theory of Two-Way Schooling.

I examine, largely through the work of Shirley Brice Heath, the situation of Koories caught up in the traditional White Australian educational tradition, and I propose a practical strategy through which the theory of Two-Way Schooling can be implemented in an adult educational setting.

BACKGROUND

There is a sign on the door of one Victorian Koorie organisation which reads "Enter at Own Risk", an admonition which could be taken as a metaphor for all who enter the field of literacy education. The implementation of literacy programs in the Aboriginal community is a political and cultural minefield. A couple of quotations from Koorie community leaders will give the reader an idea of the complications and contradictions involved. "Language itself was one of the strongest tools against Koorie people." (Wendy Brabham, Director of the Koorie Institute of Education, Deakin University, speaking at a conference in March 1994.) "The history of education of Aborigines of this country is one of Anglo-Saxon domination and attempts at Aboriginal cultural genocide." (Fesl, in Menary, 1981.) "No, there is no returning to our own countries. We would die, because the white man has photographed us, because of that. Our spirits are short, our bodies appear to be big and strong but it is not so. Having put our names down on paper they have broken us and are carrying us around (i.e. our names in a record book). That is, our spirits have become small. We are weak now..." (A Pintubi man, recorded in Harris, 1990, p 101.)

To the outsider it may appear that this suspicion relates to events which occurred a long time ago, but this is not so. The alienation of Aboriginal Australia is an ongoing process, and the wariness rings down through the generations. Koories are still suspicious that the real intention of the "hidden curriculum" is to take away their aboriginality. This fear is not without justification; an underlying assumption of much traditional education has been that there is such a thing as "correct" English, a category into which Koorie English is most unlikely to fit. Many Koories, on the other hand, take pride in their language: "When we say that Koorie English is definitely a different code of English, it has very significant critical connotations for us, because we have survived all that has been forced upon us, and we have come through with some elements of our traditional languages. So I, as a Koorie, want to hold on to that... The grammar that has come through and the language structure that has come from our original language... is still around today. And that's something that I, as a Koorie person, embrace... when I'm talking to my nieces and nephews I always talk to them in Koorie English because that is our culture and that, in fact, contributes to our identity." (Wendy Brabham, March 1994.)

And yet many Aborigines do want to improve their literacy skills; they recognise that, to survive as a distinctive culture, Aboriginal Australia needs to be able to communicate with white Australia on equal terms. "We want to preserve our language and culture through reading, writing and making books, but we know we need English to help us fight to keep our traditions." (Yunupingu, 1987, in the Centralian Advocate.) Elders at Yipirinya School expressed similar sentiments: "Aboriginal people think two ways. First we got our own culture... that's the first thing. Then after they got hold of that, they learn English. They can learn the white culture." (Sykes, 1986, pp 89-90.)

But is this possible? Can Aborigines have their damper and eat it too?

TWO-WAY SCHOOLING

I believe they can, and that the solution to their dilemma lies in what is often referred to as Two-Way Schooling. As suggested in the earlier comments of the Yipirinya elders, Two-Way Schooling is a form of education which is based on the study of the indigenous culture, and from there branches out to study white culture. The basic conceptual framework of this two-way education is cultural domain separation. This concept, as elucidated by Harris (1990) and others, implies that the knowledge and skills of both cultures are learned in a spirit of reciprocity and recognition of equality. Both Harris and Heath (1983) cite numerous examples of small, independent cultures which have managed to preserve separate domains in difficult circumstances; these include Hassidic Jews, Amish Mennonites and Pueblo Indians.

The present education system is clearly failing Aboriginal people. As Harris (1990) points out, Aborigines achieve poorly on all current educational indicators: their attendance, motivation and skills levels are all well below average. It is the victims of this unsatisfactory system who tend to finish up in adult education classes. What are the reasons for this failure, and what can we, as adult educators, do about it?

DIFFERENT KINDS OF LANGUAGE

I find an interesting theoretical framework for approaching this question (and, in fact, a kind of liberation) in the writings of Shirley Brice Heath. Heath (1983) offers many insights into the reasons for the difficulties American blacks have with mainstream education. In this assignment, I will consider what kind of analogies can be drawn between her research and the field of Koorie literacy, and I will then suggest ways in which programs for Koories can be developed in the light of her work.

Heath's work is based upon research carried out among three communities in the south eastern United States. Her communities are Maintown, a mainstream, middle class culture; Roadville, a white mill community; and Trackton, a black mill community. Heath finds that the three communities differ strikingly in their patterns of language use, their language socialisation of their children, their "ways of talking".

Heath's is a multi-faceted work, but I find the following postulate directly relevant to the study of Koorie literacy: "A unilinear model of development in the acquisition of language structures and uses cannot adequately account for culturally diverse ways of acquiring knowledge or developing cognitive styles." (Heath, 1983, p 73.) Heath is saying that different kinds of language socialisation and cognitive styles can co-exist within a society, and that these styles need to be taken into account when facilitating educational programs for members of these different cultures.

Heath's comparison of the three communities is continually interesting, but for the purposes of this essay the lesson is to be drawn most clearly from the comparison of Maintown and Trackton, the middle class white and the black mill communities respectively. Both communities are "literate", both recognise that education is important for success and encourage their children accordingly. But their "ways of talking" to their children are radically different. The Maintown child is born into a world of books; books are seen as valuable objects in themselves, used as a springboard for analysis and prediction, for relating to the world. Heath mentions two processes in particular:

1. The "what explanation". Maintown parents are continually asking "what the topic is, establishing it as predictable, and recognising it in new situational contexts by classifying and categorising it in the mind with other phenomena". (Heath, 1983, p 54.)
2. The reason explanation, or affective commentary. Maintown parents use the written word as the basis for questions as to why a specific event occurred or whether a particular action was right or wrong.

The language socialisation of the Trackton child is, by contrast, almost book-free. Trackton parents don't "verbally engage" their children in the way Maintown parents do. They don't read to their children as much, they don't try to interpret their first attempts at speech, they don't analyse things in the same way. The Trackton world is warm, buzzing with emotion and adult communication, an environment to which the child gradually adapts by a process of imitation and repetition. Rather than the "what explanations" of Maintown,

Trackton children are asked "analogical questions which call for non-specific comparisons of one item, event or person with another". (Heath, 1983, p 67.) As one mother comments to Heath, "We don't talk to our chil'rn like you folks do. We don't ask 'em 'bout colours, names 'n things." (Heath, 1983, p 109.)

Reading in Trackton is rarely decontextualised. The community's uses of literacy include greeting cards, price tags, local newspapers, notes from school and so on. Reading, interestingly, is a social event, the local paper immediately becoming the centre of a conversation for a group out on the front porch. (Compare this with our own culture, in which one often escapes from a crowd by disappearing into the world of print).

At the end of Heath's analysis of the literate traditions of the Roadville and Trackton communities, she makes a statement of almost chilling simplicity: "Neither community's ways with the written word prepares it for the school's ways." (Heath, 1983, p 235.)

ANALOGIES

Reading Heath's description of Trackton I often found myself struck by the analogies it offered to the Koorie community. A few touch-points:

1. Books play a very minor role in the process of Koorie language socialisation. What Heath calls "literacy events" tend to be heavily contextualised - kids will be reading labels on soup tins before they read books - and, interestingly (to me, because in years of working with Aborigines I'd never really thought about it until I read it in Heath), reading is very much a community event.

2. Children tend to move into the adult world by a process of imitation and repetition. Koorie kids come into a world that is rich, loving, buzzing with movement and adult communication. But, as Heath notes of the blacks in Trackton, adults tend not to adjust their lives, schedules and conversation to children in the way that Maintown parents (and, presumably, Maintown's Australian equivalents) do.

3. In my experience, Aboriginal children are generally not asked for "what explanations" of their world. There are clear cultural reasons for this, the main one being that Aboriginal culture is a religious one in which what you believe is more important than how you reason.

I agree with Heath when she postulates that "the strict dichotomization between oral and literate traditions is a construct of researchers, not an accurate portrayal of reality across cultures." (Heath, handout, p 73.) Trackton, she insists, is still a literate community. So is the typical Koorie community. But it is also very much an oral one. It is more useful to treat the oral / literacy relationship as a continuum or spectrum, rather than a dichotomy, with both oral and literate features playing a valid part in the culture. I would see both Trackton and the Koorie culture as being more towards the oral end of the spectrum. This is because they are contemporary societies which have closer links with a predominantly oral past. Many of the functions carried out by the written word in Maintown (or in downtown Wantirna) - recreation, history, cultural transmission, aesthetic expression, social critique - are carried out by mainly oral means.

DEVELOPING A PROGRAM

In the light of the above considerations, how do we go about developing a literacy program for Koories? How do we tackle the contradiction of trying to maintain Aboriginal identity while at the same time developing new skills?

The good news is that the solution to this dilemma is in the theory we have been working with all along: Whole Language, the recognition that our teaching practice should "include the integration of reading, writing, talking, listening and thinking in a communicative environment." (Campbell, p 2.) If this theory is carried through to its ultimate end, then it does in fact lead us into the concept of Two-Way Schooling.

In terms of actual classroom practice, I would translate this theory into the following strategies:

1. The local Koorie community should be involved in the decision making process at all stages.

2. The program should be conducted in an environment in which the students feel comfortable and in control. Many of the best classes I have experienced have been in people's homes; one writing workshop I co-ordinated usually ended up (during summer at least) under a tree in the backyard.

3. Wherever possible, local Koories should be employed as facilitators.

4. Students should be encouraged to recognise and take pride in those communication skills they already possess. This will include stressing the legitimacy of Koorie English, and using it as a springboard for moving into mainstream English only when (and if) students want to do so. Other important communication skills which should be acknowledged include oral and visual skills. In classes I've been facilitating, some of our more successful activities have incorporated a Koorie performance poet and traditional musicians and painters. The common thread between all such strategies is that they develop students' cultural awareness, their pride in their Aboriginality, and link that pride to the development of literacy.

5. Wherever possible, encourage students to work in group activities. One of the strongest features of Aboriginal life, be it at Yuendumu or Northcote, is the sense of community.

6. Be flexible. This is an obvious ingredient for all teaching, but it is even more essential when working with Koories. You need to be prepared to take the bad times with the good (sounds like a Country and Western song, but it's true. For a while I was conducting Cross Cultural Communication classes in the Northern Territory and under that banner we used to get up to all sorts of things. On one occasion we took a group out hunting with the Aborigines and I recall thinking, as I wandered through the bush with a couple of miners and a Telecom bloke, the sort who wouldn't normally mix with the blacks, how interesting it was seeing them being taught about the land by Aboriginal women. Then we got back to the road and discovered that the black kids had been practising their new literacy skills by scratching messages into the duco of the white fellers' cars; one step forward, two steps back). Aborigines in general have a lot of other things on their collective plate, including alienation, racism, despair, poor health and alcohol abuse. As a teacher in the field you have to accept that sometimes literacy won't make it on to the plate, and may not even be invited to the meal.

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JOURNAL EXTRACT

Carmel Sullivan was a student in an Adult Literacy Teaching course run by Loddon Campaspe College of TAFE at Castlemaine in 1994.

10/8/94

As we discussed in class tonight, Mary Kalantzis' article (source unknown) raises many questions which are crucial ones for the future of andragogy as a whole. Kalantzis manages to pin down several issues out of the "swirling conundrum" of current pedagogy, which must be uppermost in the minds of many practitioners at this point in time. I would like to address just two of those issues.

One of these issues centres around the correlation that is being drawn between adult literacy levels and employability, by "they-who-must-be-obeyed" (because they hold the purse-strings). Despite all the evidence to the contrary on this issue that has been examined time and time again over the last twenty years, the "powers-that-be" seem determined to cling to this correlation, like a drowning sailor to a piece of flotsam. In part, this tenacity may be due to deliberate sophistry, a ploy to deflect public attention away from the inescapable effects of new technology on workforce participation rates and the unemployment-producing actions of business and governments alike, a ploy to turn attention towards the "failures" of that ever-convenient scapegoat, education.

As Kalantzis observes, this imposed overlay of vocationism causes a narrowing of educational agendas and the potential incarceration of certain groups inside the "dominant paradigm". As we all know, however, there is no such thing as a captive audience in adult education - so what will happen to attrition rates if programs are not seen to be relevant by the participants?

As far as the adult literacy learners I've met to date are concerned, admittedly only a small number, they invariably list vocational-type subjects well below certain other topics, which might be loosely described as "life skills".

I feel that if adult literacy becomes a conduit for the dominant discourses, i.e. monocultural, monolingual or too vocation-driven, educational providers may not only lose some of their most literacy-needy participants, but may also alienate or deter people who would otherwise be keen to engage in a more culturally diverse range of programs. This would steer adult literacy down the road of uniformity, to the detriment of diversity, cultural relevance and access for students.

Kalantzis raises another important issue - that of Systemic Functional Linguistics and "its notion of genres of power". The stated objective of this pedagogy was "about empowering learners to understand the dominant culture". There seems to be at least two distinct points of view concerning this school of thought.

Kalantzis argues that this objective can be misused and "a construction of genre" implemented which precludes the cultural, gender and other variables of participants' backgrounds. Kalantzis' concern is with the submergence or denial of diversity as it applies to the gender, race, politics, etc. that people bring with them to programs as prior learning and experience.

"Cultural relativism" can be a two-edged sword, however, so while I agree that diversity of culture and other life variables must be maintained in educational programs, I can also identify with the sentiments expressed in the following quote:

"We don't want to preserve our poverty. The government has some glorified ideal of preserving our culture, but only we can do that - and only from a position of power. Spanish is the language of power, and we must adopt it if we are to seek change." (Autogestion Educativa, independent Bolivian literacy group, quoted in "Literacy, Which Literacies?" by Dr Brian V Street.)

It would appear from these opposing views that "cultural relativism" has the capacity to become "cultural impe-

rialism" if we presuppose which aspects of a "culture" individuals would wish to retain and which aspects they would choose to abandon.

When I ask myself how all of this relates to adult learners I have met so far, I find myself thinking, just keep it diverse, encompassing, inclusive of individuals' prior learning, purposes and needs, accessible to all - and above all, keep integrating the feedback from the participants themselves back into the curriculum. Hopefully in this way, diversity, relevance, and therefore access and participation for students, will continue to be the guiding principles in andragogy.

WHAT DO YOU BELIEVE IS THE ROLE OF NEGOTIATION WITHIN AN ADULT LITERACY / NUMERACY PROGRAM?

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INTRODUCTION

In 1978, when Garth Boomer propounded his brave and radical ideas for examining the teacher/student relationship and the control of knowledge in the classroom, he confronted teachers with a new, threatening, exciting, dangerous and even subversive model for empowering students and themselves. As an impressionable student teacher, I embraced negotiation as defined by Boomer. However, it was not until I taught adults that I realised how imperative negotiating the curriculum is within an adult literacy/numeracy program.

Boomer believed a negotiated curriculum was a way of redressing the imbalance of power where teachers, administrators and lecturers had the knowledge and students did not; where schools could become less institutions of teaching and more places of learning. Influenced by British researchers like Barnes and Britton he showed how, even in Australia, schools seldom recognised and constantly negated the meanings and purposeful forms of language students bring to the classroom. He believed that it was time everyone involved in education tried to articulate to students, in terms they understood, what was behind "every curriculum, unit, assignment and examination". Boomer also believed in exposing the mythologies and theories about curriculum content, the beliefs and values that are social constructs not inherent truths; in exposing how some of these ideas were no longer relevant, they simply existed because they were "the ways things are done". With language teaching, this was all too apparent from the timetabling and ordering of time and space, the guidance and direction given to students, the selection of activities and texts, the nature of text and particularly the ways of talking and writing about texts. While his theories were essentially designed for teachers and students working in schools, their application for teaching adults is obvious.

BACKGROUND

My first teaching position was at a large, conventional, conservative, inner city, Catholic girls' school. While I understood in part the theory behind negotiation, I did not fully comprehend the political implications of exposing devices and questioning existing structures. Boomer identifies teachers like I was as largely "unaware of the elaborate rituals" which make "knowledge and technique mystical". Part of the joy of learning for certain people with a particular learning style is rediscovering the wonder and mystery of the content. Obviously, Boomer is not arguing against allowing that process to occur, rather he is referring to the hidden agenda, but then that distinction was lost on me. Of course, the paradox is that as learners we become more curious and puzzled by things we are to learn when our intention to learn becomes engaged (Cook, 1992) and that is more likely to occur when the student has control over the content, be they a secondary student or an adult in an Adult Basic Education (ABE) program.

Within that particular school environment, negotiation became "bargaining" (Johnston & Dowdy, 1988, as cited in Adult literacy teaching - Selected Readings, 1994) where students were offered choices between provided topics. They were given little choice, however, over what and how they would learn and never over how they would be assessed. Such an approach to negotiation has been roundly and justifiably criticised. It does not encourage the dynamic and sometimes confronting learning environment as described by Cosgrove (1982, as cited in *Adult literacy teaching - Selected Readings*, 1994), however, as a beginning teacher then, it was "the warm feelings of co-operation and friendship" that I wanted to engender.

It is also difficult to admit to being "fallible, vulnerable and not to be believed" (Boomer, 1988) when I was feeling that way already. Rather, it is extremely gratifying to have students bound by the sort of love that leaves them "subjugated through the act of belonging" (Boomer, 1988). Boomer is also critical of "child-centred" progressive teaching techniques, favoured by some adult educators too, where the teacher purports to

assume the role of facilitator but in fact still maintains ultimate power. "The students are free to choose several options without the option to reject the options" or, more likely, without the skills to, or confidence or belief that they can, reject the options.

While bargaining is not negotiation, it was a good starting point for the students and for me, and may be a good starting point with adults in ABE also. Bargaining is non-threatening and there is no likelihood of failure for students. They are learning to take a little more responsibility for their own learning too. Becoming more in control of one's own learning means also losing a scapegoat - "I couldn't see the point of that anyway. What's it go to do with anything anyway?" - and then I believed, rightly or wrongly, students needed to feel safe rather than challenged. Now I believe it is much more important to encourage independence, even if that means sacrificing comfort, and negotiation offers the best opportunity for this.

DISILLUSIONMENT

With experience, I became disillusioned with what was purported to be negotiation. Green (1982, as cited in Boomer, 1988) suggests the problem is with theory per se. Teachers have taken up negotiation as a formula which is a practice destined to failure - for learner, teacher and process. There is evidence of what he outlines firstly with the Group Two subjects and then later with the Victorian Certificate of Education. The underlying and laudable philosophy and pedagogy of English B, for example, reflected very closely the ideas of people such as Boomer, but teachers and learners became disenchanted with such Group Two subjects when lack of professional development, increased restrictions imposed by external forces, poor self image in schools, the community and at tertiary level, and time conspired to hinder real negotiation.

The theory was condemned as unworkable and Utopian, and teachers and learners felt disinclined to challenge that. It was easier to be "gatekeepers". Ultimately most teachers did not have the commitment or the energy; negotiation is taxing (*Adult literacy teaching - Selected Readings*, 1994). The lesson for adult educators is not just to fight those forces, but also to implement a strong provider network and encourage meaningful professional development to invigorate and support tutors.

There developed a nagging thought that negotiation was a cynical way of conning learners. Boomer stressed that everyone in the negotiation process needs to be clear about why they are all striving for greater student participation, yet teachers have not always been genuine when they have asked learners what they want. They have withheld information sometimes well-intentioned (but Boomer states mainly not) and used the skills of negotiation to become relatively more powerful, while the students have remained powerless but duped into thinking otherwise. Boomer and also Coates (1988) acknowledge that teachers are themselves part of a hierarchy and therefore often just accept educational demands imposed on them and relinquish control to administrators and politicians. It is tempting then to accept the status quo rather than become political oneself and challenge, expose and work against those forces as Coates (1988) and also McKenna (1994) implore.

In 1986, I began work at the Mountain District Women's Co Operative, an organisation not modelled on "feudal structures" (Boomer, 1992). Predominantly, the clients were people that had not succeeded in more autocratic institutions, and they were adults. Pateman (1956, as cited in Boomer, 1992) believes children need to be taught to question unreasonable assertions and say when they do not understand - suddenly I had people in my classes who did just that.

"Disillusionment and antagonism are not the only outcomes of initial failure" (Boomer, 1988). Common sense as much as good practice suggests that one should negotiate with adult learners. Within any one class there are people with such varied cultural backgrounds, ages and experiences, all different from mine. So many adults within a Basic Education course have failed in other systems and have learnt to devalue their own ideas. Negotiation offers the best chance for students to maximise learning productivity by exploring and (re)discovering them (Cook, 1992). While not fostering the sort of dependence that Boomer deplores, it is vital there is a good teacher/student relationship for adults and small groups, and negotiation facilitates this.

SHARED, NOT EQUAL

A good teacher/student relationship is predicated on shared decision making, but that is not to assume the

relationship is equal. Wallace (1989, as cited in *Adult literacy teaching - Selected Readings*, 1994) states it is "disingenuous to believe the teacher/pupil interaction can be entirely equal" and Boomer believes it is naive (Boomer, 1988). The teacher, because she is the professional, presumably brings greater confidence and competence with the English language. She has often had more schooling, which may or may not give her greater understanding of how educational institutions function. She has probably more knowledge of the subject area so can more easily access resources which may or may not be used. She also knows certain kinds of things that are not universally or readily available to the wider community like the importance of reflection in learning or how to encourage students to reach that important deeper level of understanding (Candy, 1991). Most importantly, she is in a better position to help learners realise that "bodies of knowledge, accepted truths, values and behaviour are socially and culturally constructed" (Brookfield, 1987, as cited in Candy, 1991). The teacher is an adult too, with opinions, ideas and something to say, therefore the role of the tutor in this partnership is not to pretend to be merely a facilitator but rather to be a supporter of learning. Strategies need to be exposed and teachers can demystify how learning is done. Discovering alternatives, discussing, questioning, making choices and decisions, sharing skills, information and ideas, collaborating, posing and solving problems, developing insights are all established by the teacher but it is through these processes that the learners can articulate what they know, think and hope; they can develop confidence in themselves as learners and they can have a real investment in the educational program. As teachers we should be confident and knowledgeable enough to explain and discuss what we teach, and to respond positively to feedback on its relevance and usefulness.

CONSTRAINTS

How much and what is negotiated within any literacy/numeracy program depends on how effectively one can work within constraints. Aside from internal ones such as my personal interpretation of skills in negotiation, there are external forces which can influence the curriculum, and there are the learners. The desired outcome of a negotiated curriculum is that "all parties" (Cook, 1992) come together and work for satisfactory outcomes. To achieve this presumes all parties are skilled, capable and confident, and that consensus is possible. It appears to ignore the lack of motivation of learners, such as some referred by the Commonwealth Employment Service who don't believe they should be in the class, and mavericks.

Environments where students have a vested interest in success also mean the student is responsible for failure as they see it too, and that can be intimidating for individuals who have known only failure. Such students, failures in schools which saw teachers as "purveyors of knowledge to passive child recipients" (Cook, 1992), may not necessarily achieve "meshing of minds" (Cook, 1992), but the alternative of the negotiated curriculum offers the best chance of maximising learning productivity. The negotiated curriculum also offers the opportunity to redefine notions of success and failure. Traditionally prescribed forms of assessment do not sit comfortably with the more inquiry-based approaches suited to negotiation.

As advocates and adult educators, teachers find out and respond to the needs, goals and worlds of the students, however a negotiated curriculum does not mean the content of classes responds narrowly to what students initially may identify as their problem. It is complex for the teacher to keep all learners' requirements in mind, and there are group goals to consider also. One must remember the teacher does not abandon control, "she remains in authority; without being authoritarian" (Wallace, 1989, as cited in *Adult literacy teaching - Selected Readings*, 1994). She has input into the content and one would presume with justifiable reasons. Also, if the teacher establishes an environment where negotiation is part of an ongoing process with assessment and evaluation, where a "talking classroom" (Britton, 1971) exists, then students and the group can keep revising and refining what they know and wish to know. There are some misgivings about students' ability to "verbalise aims and hidden agendas" (Coates, 1988) but with improved literacy and confidence (surely outcomes of the course) goals can be changed (Boud, 1987).

Increasingly in ABE there are the external constraints of limited funds, the Certificate and guidelines, and time for exploration is a luxury. It is important with negotiation that everyone understands the process, therefore, both teacher and students must be clear about what is open to negotiation, part of which is knowing the externally imposed constraints and their arbitrariness. Boomer's approach is to make explicit, and then confront, these constraints and the non-negotiable requirements that apply (Boomer, 1988). It is then possible to

work within or subvert these requirements. For example, a non-negotiable requirement of the Certificate, indeed a given in any literacy course, is that one reads and writes text, but whereas in the past students only studied certain circumscribed texts, looking for predetermined truths known but kept secret by the teacher, now the definition and meaning of texts are open to debate and the nature of reading and learning is under scrutiny. Students can choose texts of their own choice based on their interests, not based on some specious notions of literary merit. Teachers can give students the resources to unpack the themes and messages from the text for themselves.

Whereas in the past students relied on the teacher to tell them how to read a text, deconstruction opens up the space for conscious, informed and sometimes resistant reading which can lead to a challenging of the message, a questioning of the dominant ideology. The examination of the making of the text, and the opportunity to remake it, encourage students to examine values and assumptions and explore knowledge outside the dominant culture. "Getting political" (Coates, 1988; Wickert, 1988) is a process in which students can be players, but only if there is a more radical drive to raise student consciousness. Both teachers and students need to learn the "secrets of questioning, bargaining, calling bluff, citing evidence and banding together" (Boomer, 1988) to negotiate with administrators and politicians.

TEACHING

Teaching cannot be reduced to a simple how-to instructional activity, and neither can its content, yet the emphasis on competency-based training, material most suitable for computer managed learning (CML), and even genre theory, can all break learning down to a series of steps to be mastered. Quite fallaciously, some practitioners point to CML as the state-of-the-art in negotiated curriculum because there is greater flexibility in where and when. In reality, the what, by virtue of the technology, is quite rigid and prescriptive. As yet, one cannot interact with a computer: questioning, discussing, brainstorming and arguing in any dynamic sense. As adult educators, we must proceed cautiously and thoughtfully, and not lose sight of the importance of actively encouraging both computer literacy and negotiation.

Critics of genre theory believe genre writing also fails to recognise the essentially individual nature of learning. Students no longer write on topics of their own choice nor redraft, instead they are informed of the genre and given explicit instruction on how to achieve mastery and taught the political dimension. The teacher's role within a negotiated classroom changes from facilitator to a rather more interventionist one where she needs to employ explicit teaching and modelling. It is critical the teacher maintains an understanding of the learner that is both a political one, limiting students' experience of writing to self-selection of topics will not enable them to participate more effectively in society, and a personal one which values the teacher's role as facilitator.

I have had some difficulty with this tension. It is the role of the teacher to create an environment in which students who have experienced nothing but failure can begin to write (Campbell, 1991): therefore the teacher cannot ignore the personal dimension because the initial difficulty of many students is not that "they do not know the functional grammar of a letter of complaint rather they do not believe they can write at all" (Howes, 1993). To reconcile this political / personal anomaly, Howes presents an appropriate model for teachers of adults which casts the teacher as a coach who "provides instruction and models what is required; models best action and corrects perceived faults". As he states, "a good coach does not impose her own ideas and goals on a player but identifies with the player what the player's own goals are and then works with their strengths and within limitations. A good coach will seek to lift a player's ambitions but with regard to what the player wants" (Howes, 1993).

CONCLUSION

Finally, "armed with a Pateman-like outlook of open communication, a personal learning theory and an awareness of the harmful effects of inexplicit power" (Boomer, 1992), I need to examine how I can alter my own teaching practice to fit with good practice and accommodate negotiation more wholeheartedly. My reading for this assignment has identified areas where I could use negotiation much more effectively so next semester, working within the constraints of the CGEA and my personal judgements and beliefs, I will begin

by deciding on either a theme based on students' interests or a genre or a specific skill based on their needs and goals.

Teacher reflects to find worthwhile curriculum content and strategies based on past experiences to find core input. (Boomer, 1992, p 9.)

Through discussion, questioning, brainstorming and mind mapping, the next step will be to explain the approach to students: why I have chosen this tack, to set time constraints, to ascertain what they know already and decide the what and how much.

Teacher talks openly to the class about the topic, why it is to be included, what is important and what constraints prevail. The talk centres on what the learners already know, how the teacher thinks the new information may be learnt, how the necessary tasks are to be shared and what constraints the students have. (Boomer, 1992, p 9.)

Based on the depth of their understanding, together we can plan the unit, deciding on models of writing needed, skills development, appropriate resources and how to access them; design activities; frame questions and set goals, assignments and negotiable options. Finally, together and individually, there needs time for evaluation of learning goals and reflection on what has been learnt.

I have been teaching for fourteen years now, and I am no more cynical than I was as that impressionable student teacher. Before he died, Boomer revisited those theories he mooted back in the seventies and, while somewhat critical of the way negotiation had itself been subverted, he was optimistic about the way many practitioners have adapted, modified and developed it. He conceded that growth is inevitable, indeed imperative. He also acknowledged strongly the importance of negotiation with politicians and administrators. Reading his ideas again, I have been inspired and they have reaffirmed for me my goal to empower students "to work out what side if any, they wish to fight on" (Boomer, 1988). We must continue to negotiate all aspects of the curriculum within adult literacy/numeracy programs.

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NEGOTIATING CURRICULUM IN THE LIGHT OF THE VICTORIAN ADULT ENGLISH LANGUAGE, LITERACY AND NUMERACY ACCREDITATION FRAMEWORK

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INTRODUCTION

My purpose for this piece of writing is to more fully understand the impact of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNAF) on my teaching practice, in particular on the declared tradition of negotiated curriculum. In this tradition, which is an aspect of student centred learning, the tutor and the student group together negotiate course content and learning strategies. How will this process be clarified, modified or at least more clearly understood in the light of the Framework?

Negotiation of literacy course curriculum has been a traditional approach to curriculum development in a largely non accredited and perhaps less formal field of education. The Framework both informs and gives coherent shape to the development of curriculum in Adult Literacy and Basic Education (ALBE) programs. So if curriculum is to be informed by the Framework, what will be the consequences for the process of negotiating curriculum with course participants?

Scrutiny of the initial sessions of an 18 week Everyday English (Levels 1 and 2) evening group which meets for two hours each week in a Neighbourhood Learning Centre (the Centre) may serve to explore and understand the reality of literacy curriculum as initially negotiated at the beginning of the course. Obviously renegotiation and subsequent modification also take place throughout the course by a process of continuous review and evaluation.

WHO ARE THE STUDENTS?

Typical of many community based literacy groups, and as a policy of the Learning Centre, the 1994 Everyday English group is an integrated group of all kinds of people from the local community, with educational disadvantage (unfinished secondary level education) being common to all students.

A policy of flexible enrolments at the Neighbourhood Learning Centre allows students to remain in the group for several sets of 18 week courses before they move on to further training or education, including higher level literacy courses, out into the community or back to work. This enrolment policy means that the group which began work together at course commencement comprised people with a range of experience, with considerable, little or no prior knowledge of adult literacy education, including:

- "new" students who had not participated in any education as an adult
- students graduating from their entitlement of 510 hours at an Adult Migrant Education Centre
- comparatively experienced returning students who had participated in adult literacy classes before, either in the same group, referred from another group at the Centre or referred from a nearby ALBE provider.

FRAMEWORKS AND FURTHER THINKING

When the Adult Basic Education Accreditation Framework (Volumes 1 and 2) documents were first published in 1992, there was plenty of opportunity to comprehensively discuss them and the light which they shed on current and future teaching practices. My initial stance in relation to these volumes was that they offered a description and clarification of the courses or sessions that I planned and highlighted the strengths and weaknesses of my work.

The Four Literacies described in the 1992 Framework offered descriptors for the literacy learning that was and wasn't taking place in the groups I worked with, thus highlighting teaching omissions. For example I identified that Literacy for Self Expression and Literacy for Public Debate were more often a feature of the

sessions I delivered and that Literacy for Practical Purposes and Literacy for Knowledge were aspects of literacy that appeared less often, or were less explicitly presented in group sessions. Perhaps this was because the initially negotiated (with student participants) curriculum was insufficiently broad, or because teachable moments for Practical Purposes and Knowledge were not explicitly recorded.

My later reading and discussion on the complete 1993 Victorian Adult English Language Literacy and Numeracy Accreditation Framework document led to the question of what else was being learned in the classroom which was not accountable by means of the 1993 Framework or, in particular, the stated competencies of the Certificates of General Education for Adults. Simon Marginson argues that "competency based reform is likely to lead to... a narrower and less democratic system of formal education". Clearly the arrival of competence statements would challenge my approach to a democratically negotiated curriculum.

Fears that a competency-based curriculum for literacy teaching would lead to competency-led classroom activities are well documented. Take, for example, Delia Bradshaw's "Signs of the Times" address to the 1993 VALBEC Conference which urges us to question our stance on competency-based training: "It is up to us, then, what we make of "competencies". Are we compliant readers, assuming there's only one handed down meaning, or are we resistant, innovative readers, questioning the set lines, articulating neglected meanings, rewriting the script?" (p 12).

WHO DECIDES?

In my view, the vigorous argument about competency-led curriculum raises two issues. If my adopted teaching pedagogies eschew competency-led activities, then which notions of leadership prevail instead? Just who devises the course of literacy activities in the adult classroom? As Bradshaw asks in "From Fill Ins to Foundations", "Who decides?" (p 4).
Daly (unpublished) describes the literacy field as one which "has traditionally seen itself as accountable first and foremost to its students and to principles of equity and social justice" (p 2). I reflect the literacy field which Daly refers to and so use a student centred learning approach to my teaching work. I also traditionally refer to and adopt the teaching pedagogy which enables a negotiated curriculum, one in which, I assert, curriculum decisions are made by course participants according to the principle of student centred learning. Daly continues: "In literacy education, student centred learning and natural learning theory found their expression in the language experience model of teaching... student interests and experiences were 'honoured'."

The notion of a negotiated curriculum within the doctrine of student centred learning embodies the idea that student interests and experiences are honoured or recorded first in a process which might be dubbed the language experience model of curriculum development. Other interests or experiences - to teach critical literacy or an interest in environmental issues for example - are apparently subjugated or only implicitly included in course curriculum, according to the often undeclared interests and experience of the teacher. But, if these interests and experiences are not explicitly presented as part of the group negotiation of course content, then the process appears to me not to be student centred and adequately negotiated.

As Daly questions, "Whose Values... Whose emphases?" shape the curriculum? (p 17). Bradshaw, in her article, raises the same question and acknowledges that as a teacher what we value, present and encourage are intrinsic to the process of curriculum planning (p 4). In their introductory case studies of students in an adult literacy class, Lorey et al (1993) discuss the role of the teacher in dealing with students whose influence on the development of curriculum was disruptive. One student for example wanted to learn "small words before big words". Another student wanted "proper teaching using grammar books". Such students have a powerful impact on the way curriculum is negotiated and modified through the course. Lorey et al conclude: "Teachers need to decide how to handle such students, their needs, their entrenched attitudes towards teaching and their personalities. How much do we alter our styles to accommodate them? What are the non-negotiables?" (p 7).

I believe that I position myself as a teacher who is a member of the adult literacy group and therefore part of group learning and decision making. I position the teacher as a facilitating and "voting" member of the group and so, by implication, not a key decision maker, but certainly a major one, involved in and not remote from, or simply recording, group decision making. So what is the teacher's role in negotiating a curriculum in

which there are certain non-negotiables, likely to be coming both from the teacher and some students?

STUDENT CENTRED NEGOTIATING?

A more detailed examination of the process of negotiating with the Everyday English group may be enlightening. The activities of the initial few sessions of Everyday English are designed with the following aims:
*Getting To Know Each Other
Aim: to share knowledge about each other, including the teacher so as to create more equal bodies of knowledge, so that teacher isn't the font of all knowledge about the students (for example who is new and who is returning to the group), to enable group safety, familiarity with each other and ways of remembering names.
*Getting To Know The Centre
Aim: to become more familiar with the Centre, site, management, funding and the latest program brochure, including a brief history of the ALBE program and an introduction to other program areas and courses.
* Getting To Know Where Literacy Learning Fits In
Aim: to become aware of other local literacy groups, other local further education and training, pathways (educational, community and employment) taken by recent literacy students moving on from Everyday English.
* How Do We Want To Learn?
Aim: to develop awareness of learning strategies and possible learning stances and to discuss group norms and values.
* What Do We Want To Learn?
Aim: to work towards group unity of purpose on course content, initially by choosing work themes for the Semester and by providing an introduction to the four literacies.
As previously outlined, the student group comprised returning students (from 1993 Everyday English, with a different teacher) and new students to the course. This amalgam of people, from a mix of cultural backgrounds who were either new to or experienced in the culture of community based adult literacy, was an interesting mix and had a clear impact on the early sessions, in particular on the discussions about course content, learning strategies and stances, above.

NEGOTIATING THE "WHAT" OF LEARNING

I have long experimented with group discussion and group review on the "What?" of students' learning, modifying sessions with experience and with one experience in particular. In 1986, in the second session of a Volunteer Tutor Education course, I adopted an idea from Aileen Treloar, then Field Officer for the Victorian Adult Literacy and Basic Education Council. Her proposal was that tutor trainers should model their approach to the teaching of literacy students, that is negotiate the Tutor Education course with the new volunteers, just as we negotiated rather than prescribed the literacy course with student participants. So we mindmapped upon the whiteboard.

"Tell me what you need to know in order to tutor literacy students", I urged them. They responded as best they knew.
"Yea..es" I replied, scrawling with a green pen (never red, too authoritative...). "And what else?"

These exchanges continued, with me accepting and writing down everything. Significantly, this process continued until the responses I was looking for were forthcoming. I had continued negotiating until the archetypal tutor education course of the mid 80s emerged from the miasma of wild guessing on the whiteboard. Was I modelling negotiation? Certainly not the kind of negotiation that I had intended.

My comment above, "They responded as best they knew", seems significant. If students know little of literacy learning, how can they amply respond to the question "What do you want to learn?" So what do students need to know to assist them in their contribution to group decision making about course content?

I suggest that they need information or knowledge. If students respond "as best they know", then let's provide them with more of the "know" before we expect them to describe what it is that they want to learn. I think that students require knowledge, both new and prior knowledges, about their fellow group members,

about themselves and each other as learners, as well as about the context of their learning and about what could be said to constitute literacy education in the 1990s. For the question of 1990s literacy, Bradshaw argues that: "The task of the teacher necessitates redefining and surpassing any limited, impoverished notions of literacy that have shaped or defined students' expectations." (p 13). She clearly feels that teachers must do more than accept a student's notion of literacy and positions much responsibility back onto the teacher for decisions about class purpose, content and activities.

NEGOTIATING AS PART OF THE INITIAL ASSESSMENT

It seems to me that the process of curriculum negotiation involves an exchange of knowledge, which in fact begins in the initial assessment interview. Adults attend literacy courses with a variety of motivations and perhaps as yet unvoiced learning objectives. These are first given voice at the initial interview, which is an opportunity to discuss and record long and short term learning goals and also for the interviewee to understand something of, or gain knowledge about, the teaching and learning approaches which are designed to work towards the achievement of these goals or objectives. In addition, the prospective student gives voice to knowledge about why they want to improve their literacy and more specifically what they want to learn. For me this means that, in the initial interview, an exchange of knowledge is taking place and arguably sets the tone for what then takes place in the group setting.

NEW AND MORE EXPERIENCED NEGOTIATORS

It seems a truism to suggest that participation in the negotiation process will be most easily achieved by the more experienced members of the group, arguably those who are more "in the know", more familiar with the discourses of negotiation, literacy and learning, that is, both the teacher and the returning students who are further along the track towards mastery of these discourses than new students than those who are less "in the know".

Perhaps these new group participants in fact engage in a process James Gee calls "mushfaking", that is making do with something less - beginning their contribution to group held knowledge - until the real thing is available, then embarking onto the track of discourse mastery which enables them to participate more and more fully in the process of group centred negotiation of the curriculum. In the terms that Belenky et al use, these new members of the literacy group begin their literacy study from the stance of "silent voice", and gradually move towards the stance of "received knowledge", listening to the voices of others, to their fellow students and teacher.

For new, less experienced students, the presence of more experienced fellow students will both make for more meaningful group negotiation and facilitate the growth towards mastery of the negotiation discourse on the part of the new group members. This seems a powerful argument supporting the Centre policy of flexible enrolment described earlier.

REFLECTIONS

The notion of exchanging or sharing knowledge seems to me to be a more effective way of enabling students to participate more fully in the negotiation of course curriculum. Teacher and students are both explicitly involved in knowledge exchange, as a basis for meaningful negotiation.

Specifically, I think that this exchange requires the teacher to explicitly provide information about the way course curriculum is shaped by the four literacies and, depending on the literacy course in question, about the Reading and Writing, Oracy, Numeracy and Oral Communication streams and accompanying competency statements. Some "translation" of the competency statements has already taken place in the literacy teaching field to provide accessible knowledge and to encourage student self-assessment. I realise that for me much work remains to be done in order to offer accessible knowledge about VAELLNAF.

Similarly, students give their own information or prior knowledge: their experience of the education process, the contexts of their literacy (literacy for what?), possible barriers to their learning and ideas about how they

might like to learn individually and within the group setting.

A group centred approach to curriculum negotiating involving the explicit exchange of knowledge also seems to draw on the well known idea of starting the literacy "where the student is at". This implies using the cultural capital or prior knowledge that the student brings to the literacy group as a starting point. I believe that the idea of shared knowledge also means that the teacher brings, and makes explicit, her/his own literacy capital, or "where he/she is at" in relation to literacy learning and group processes.

This knowledge exchange approach means for me that student centred learning must be replaced with group centred learning in which students and teachers work together, exchanging both prior and new knowledges as a basis for negotiating course content. A process of being mutually explicit about this knowledge exchange seems an appropriate starting point for group centred learning, including the meaningful negotiation, review and renegotiation of curriculum throughout the course. Marginson urges us to view our sector of education as about "the provision of knowledge, the opening of new doorways so that people can take charge of their own education..." (p 7). I think that this comment applies to both teachers and students.

The introduction of VAELLNAF has enabled me to examine and modify my position on the pedagogy of student centred learning, replacing it with group centred learning with the teacher as an explicitly involved group member. In addition, I realise that a group centred approach to course content negotiation may also lead the literacy group to supplement the VAELLNAF competencies with others, particularly, in this instance, the students' capacity to participate in the group negotiation of complex issues.

This process of concurrent self examination and examination of VAELLNAF leads me both to adapt my practice and to attempt to add to the competency statements within VAELLNAF. This seems to echo Daly's call to arms: "How our profession deals with the great changes in its field will largely depend on our preparedness to participate energetically in the processes of definition... with regard to the concepts of knowledge, skill, work, citizen and community." Arguably this stance in relation to the pedagogical challenges thrown up by the VAELLNAF offers the possibility of an enriched rather than an impoverished view of teaching practise in the context of VAELLNAF. I think that VAELLNAF remains something of a challenge under constant scrutiny. I trust that this scrutiny will continue to enable me to refine my teaching practice in positive ways which are in the interests of group centred learning.

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THE IMPLICATIONS OF THE FRAMEWORK AND THE CGEA ON CURRENT ALBE TEACHING PRACTICES: A CASE STUDY

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INTRODUCTION

The introduction of the Victorian Adult English Language, Literacy and Numeracy Framework (VAELLNAF) and the subsequent Certificates of General Education for Adults (CGEA) has had, and will continue to have, a profound impact on the teaching of Adult Literacy and Basic Education (ALBE). It has forced an analysis of current teaching practices which has been the catalyst for much debate within the field.

While we are engaged in this debate surrounding the positive and negative issues involved in the introduction of the CGEA document, we must not lose sight of the most important factors of all - the people who come to the classes. Their goals and needs must be a major focus in the curriculum and not a set of performance criteria. The CGEA does appear to put at risk the flexibility and responsiveness inherent in current ALBE practices but it also has the positive side of providing a coherent systematic method of assessing students on a state wide basis. The framework also provides a workable model whereby we are able to improve what is good practice and make it even better - more balanced. We must, as ALBE teachers, work within the current restrictions and find this balance between student needs and responding to the accredited document.

In this paper I have re-described an area of my teaching - Health and Safety - in relation to the frameworks and discussed what I found. I have also discussed the impact that the introduction of the CGEA document will have on the principle of student-centred learning and the maintenance of current ALBE practices.

SETTING

The group was held in a neighbourhood house setting at Donvale Living and Learning Centre (DLLC) as part of a large ALBE program. Some of the considerations that must be taken into account for the running of the program in a neighbourhood house setting are:
- the need to respond to the community's needs as a community provider
- the need to inform and be informed by the Committee of Management
- the need to keep the Centre philosophy in mind.

DLLC MISSION STATEMENT: *Donvale Living and Learning Centre is a community based organisation committed to make accessible to people a welcoming environment that empowers / encourages and enriches all participants by offering a diverse range of high quality learning opportunities.*

This statement is the underpinning for any policy making within the Centre and thus impacts on any courses run there. The students who are in the ALBE program come from a wide range of backgrounds and have a wide range of needs. The ALBE program must reflect the Centre philosophy as well as cater for the current labour market driven influences.

STUDENT BACKGROUND

The class of ten was a very mixed group of people in terms of gender, age, culture and employment status. The reading and writing level was loosely a level one but oracy skills were more wide ranging because of a mixture of native speakers and people from Non-English Speaking Background (NESB) - both long and short term migrants. The students come from a variety of sources because of the nature of neighbourhood house settings. Many come from traditional sources, as do many other participants at the house: they were drawn from the local community by means of the Centre brochure, local newspaper advertising, word of mouth from friends, etc. The reduction in ALBE programs in our region has meant that people are now coming from a

wider area. The recent number of Department of Employment, Education and Training (DEET) assessed clients through the Commonwealth Employment Service (CES), whilst adding another dimension to these groups, has not greatly impacted on the groups yet.

CONTENT (Negotiating the Curriculum)

My broad objectives for this course were:
- to extend vocabulary
- to encourage reading and writing skills through a broad range of activities
- to use and build on previous knowledge
- to make learning meaningful to every day life.

I then negotiated the content of the course within the boundaries of student knowledge within the group. Some members of the group had been attending for some time and some were new. Because of this continuous enrolment, some students were more aware of their needs and how to achieve them. Belenky, in *Women's Ways of Knowing: The Development of Self, Voice and Knowledge*, would suggest that most of the students in this group were at the Received Knowledge level. The students "conceive of themselves as capable of receiving, even reproducing knowledge from the all-knowing external authorities but not capable of creating knowledge of their own". Often when asked about their learning they would say "This is what we want", but it was too threatening to push them to verbalise how much more they needed to know. This put some limits on negotiation at the beginning, but it is an on going process as students learn to make decisions and thus become responsible for their own learning.

The theme of Health and Safety was negotiated the term before with the students. We draw up a list of possible topics from a "brainstorming" session. From this list of suggestions, I made the final choice with these considerations in mind:
* the need to find an acceptable, common interest area of study because of the group diversity
* the breadth of topics within the theme
* the range and types of activities available
* the availability of a variety of materials and resources.

At this stage I had only negotiated the topics, not the skills. This skills negotiation was something that went on continually during the course of the topics. I presented areas for study and found that what I planned for each session didn't always happen and through discussion I was often able to get some indication of what to plan for the following week. As the weeks went on, students were able to be more clear about what they wanted to know, enabling me to plan more effectively.

The following is a list of topics studied within the theme:
1. Fires within the home.
2. How to operate a fire extinguisher.
3. Medicine labels.
4. Contents of a first aid kit.
5. First aid for burns and scalds.
6. Home remedies for minor ailments.
7. First aid for snake bites.
8. Box Hill Hospital Accident and Emergency Department.
9. Health fund
10. Home safety - Neighbourhood Watch.
11. H Lawson - *The Drover's Wife*.

ASSESSMENT

My assessment of the work done was not formal: it took the form of anecdotal notes made each session about student interest, group atmosphere and some references to individual students. At all times, students were urged to date and keep any work done so they could look back and assess their own progress and revise new

knowledge.

The most positive form of assessment that came from this course was the qualitative outcomes from each session. Students would often return to class bringing anecdotes of how the new skills, knowledge or awareness had impacted on their lives:
- some people bought and installed smoke detectors
- many looked at and updated their first aid kits
- many threw out old medicines they had in the cupboard, and so on.

These outcomes were not able to be measured by any specific criteria but were nonetheless important outcomes of literacy education. As Bill Daly states in his unpublished paper: "...education aims at a more "well-rounded" form of subjectivity than the narrow specific object of instrumental, vocational training. It is engaged in educating people to be more than just workers in a productive enterprise; its goal is a fully formed citizen of a broad community." (p 12).

MAPPING THE THEME ONTO THE VAELLNAF

When I first began to map this theme onto the framework it was obvious that the primary focus was in one literacy domain - Practical Purposes. However, on further analysis, it became clear that in fact all four literacies are contained in this area. The background works in the CGEA document state this more clearly than does the main document itself where there appear to be defined lines between the four literacy domains and the competencies within each. (Ref:CGEA, page 132, Principle Three: "that the four literacies, whilst named separately for the purposes of highlighting which literacies define literacy competence today, are not autonomous compartments that exist apart from each other.")

I found that the specific text genres I used were not often associated with one specific domain and the work that followed also showed considerable overlap. On further analysis of each lesson, it was clear that the literacy domain was often different in the areas of reading, writing and oracy covered in each session. It was a very individual thing as to which literacy domain an activity was in, i.e. what was practical purposes to one person could be knowledge to another and vice versa. As Pat Forward states in her draft paper *Critical Literacy - Developing an Australian History Curriculum*, "these issues can obviously only be solved by looking at the activities of individual students" (p 14).

Outlined below are four sample lessons from those presented during the theme that illustrate how the four literacies were incorporated into the over-arching literacy of Practical Purposes. (The handouts used for each of these lessons are in the appendices.)

Session 1: Fire prevention and safety in the home (Practical Purposes)
This session seemed to fall easily into the literacy known as Practical Purposes: we discussed and wrote about procedures for when there was a fire in the home. However, much of the information presented was knowledge to some and much of the oral work centred around personal experiences of fires in the home. Discussion also centred around the need for smoke detectors and circuit breakers - members of the group were able to express their opinions on them and ask questions. Reference: Miriam Faine - *A Time To Learn*.

Session 6: Home remedies (Self Expression)
In this session, members of the group re-told stories of home remedies for mild ailments they use now or from when they were a child. We ended up with so many interesting remedies - from different countries and different times - that a class sheet was made with all contributing to it. Although this is essentially in the domain of self expression, it was also knowledge as we learnt so much from one another. The initial discussion and subsequent writing for this came from an article in News Review, August 1990, called "Cottage Corner".

Session 8: Box Hill Hospital Accident and Emergency Department (Knowledge)
For this session the pamphlet given to patients explaining the procedure in the Emergency Department was used. This was a difficult pamphlet because it contained many new and unfamiliar terms. Because of this,

there was much knowledge gained through discussion about the meaning of terms and about the actual procedure for assessing patients. Many personal stories about experiences in hospitals came from this but the knowledge gained about the local major hospital was beneficial to many.

Session 9: Health funds (Public Debate)
The initial work for this came from a procedural form in *Real Life Reading* by J Jacobson and P McColl, published by Ashton Scholastic in 1978. However, as we worked and discussion about the topic of health funds developed, many began to argue for or against private health cover. Many asked questions about both private and public health services for their own knowledge, and much was also learnt about the health systems in other countries.

As well as being able to demonstrate that each of the four literacies was covered in some way in Literacy for Practical Purposes, I mapped all the lessons onto a grid from Lorey, Stricker and Keirnan's *If I Only Had Time*. (See Appendix 5.)

By doing this, I was aware of where my main focus had been and was able to see that I had unintentionally neglected the areas of public debate and knowledge, or rather had not presented a balance of the four domains. It is in this way that the framework informs my practice and gives additional understanding as to what is involved in each domain.

CONCLUSION

The fact that there is so much overlapping of the literacy domains made it difficult to look at the areas studied in relation to the CGE(A) performance criteria. It would be necessary to look at each person's individual performance to decide which stream/element or even level they fitted into. The criteria I considered in my assessment of this unit of work are not covered in the performance criteria and thus a valuable outcome of adult learning is ignored. Although the qualitative outcomes I mentioned are not measurable in any specific way they are extremely important in the assessment of adult learning outcomes and need a place.

It is important that literacy teachers continue to go with their instincts about what is "good" practice for the group they are teaching at a particular time. The framework and the CGEA must be seen as useful tools for analysis and for informing current practice. Each student, however, must gain more than just the "function" of literacy, and it is this which is most difficult to assess. "Literacy learning is more than functional competence: it is an organic process inseparable from the way we live our lives - it has to do with the part language plays in a person's growth and development, and involves a political process of taking responsibility for one's life." (Grant, p 9.)

A vital way literacy teachers can keep this balance is by being aware of student-centred learning. It is naive to believe that this can take place all the time and the tutor must often take the lead. This is because students are often not ready, initially, to take full responsibility for their own learning. Nor are they subjective enough about how and what they will learn. It is through this constant negotiation that they develop an awareness of taking responsibility for their own learning. Thus the students' stated goals need to be kept in mind when developing the curriculum along with the literacy domains.

In developing the curriculum the value of acquired knowledge needs to be given value over teaching specific skills. As James Gee in *Social Linguistics and Literacies: Ideology and Discourses* states about acquisition: "It happens in natural settings which are meaningful and functional in the sense that acquirers know that they need to acquire the thing they are exposed to in order to function and in fact want to function."
Acquired knowledge is the knowledge that will stay with the student. The ability to make literacy more relevant to culture and community is the challenge to literacy teachers - not how to work within the restrictions of the CGEA document. By providing a broad range of texts, experiences and information we are assisting the acquisition of skills needed without specifically teaching them. Once again, a balance between current good practice and the requirements of the CGEA needs to be found.

The VAELLNAF and the introduction of the CGEA have forced an analysis of practice within the ALBE area

which has provoked positive and negative reactions from ALBE practitioners. This analysis has had the benefit of ensuring a balance of literacy domains within a curriculum and ensuring that there is some uniformity of standard in the many venues where ALBE is provided. However, the danger is that the teaching curriculum in the ALBE area will become locked into a rigid structure of competency based assessment that does not allow for the student-centred learning principles or flexibility of curriculum that has been a feature of adult learning.

Learning by acquisition and the qualitative outcomes that naturally occur are not given a place in the accredited document. ALBE teachers need to be constantly aware of these things that are fundamental to their teaching and to the principles of ALBE. By being part of the debate surrounding the introduction of the CGEA, we can maintain this balance between structure and flexibility and keep providing a standard in ALBE which is equitable to all. Bill Daly sums it up thus: "Our field has traditionally seen itself as accountable first and foremost to its students and to principles of social equity and justice. There is understandable concern therefore that the manner in which education is organised appears to be increasingly determined by principles of accounting and corporate management." (p 2.)

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APPENDICES

1. Handouts for Session 1 (Fire prevention in the home).
2. Handouts for Session 6 (Home remedies).
3. Handouts for Session 8 (Box Hill Hospital).
4. Handouts for Session 9 (Health funds)
5. Mapping the theme onto the four literacies grid from If I Only Had Time.

APPENDIX 1(a)

WHAT TO DO IF THERE IS A FIRE IN YOUR HOME

If you have made a family escape plan and practised it with your family, you have increased their chances of escaping safely. Go over the following rules with your children each time you have fire drills. This will help everyone remember them in case of a real fire emergency.

1. Don't panic. Stay calm. Your safe escape may depend on thinking clearly and remembering what you have practised.

2. Get out of the house as quickly as possible. Follow a planned escape route. Do not stop to collect anything or get dressed.

3. Feel the doors to see if they are hot. If they are not, open them carefully. Do not open a door if it is hot. Use an alternate escape route.

4. Stay close to the floor. Smoke and hot gases rise.

5. Cover your nose and mouth with a cloth (wet if possible). Take short shallow breaths.

6. Keep doors and windows closed. Open them only if you have to in order to escape.

7. Meet at your planned meeting place after leaving the house.

8. Call the Fire Brigade as soon as possible from outside your house. Give the address and your name.

9. Never go back inside a burning building.

Contact your local Fire Brigade. They will give you more ideas about how to make your home safer from fires and how to plan your family's escape.

A few things to think about:

* Do you have smoke detectors in your home?
* Do you check electrical appliances regularly?
* Do you sleep with your electric blanket on?
* Does your home have a "safety switch"?
* Do you have emergency phone numbers next to the phone at home?

FIRE 11 441

APPENDIX 1(b)

WINTER HAS ITS FIRE RISKS TOO

1. The iron has been left on.
2. A cigarette butt is burning in the ashtray.
3. An open box of matches is near the cigarette.
4. There is hot oil in the frypan.
5. Inflammable rubbish like newspapers is piled up near the stove.
6. There is a petrol can near the stove.

7. Paint thinner and the paint tin are open.

8. A rag with paint thinner is lying around.

9. The cord from the iron is worn.

APPENDIX 2 (a)

COTTAGE CORNER

Natural treatments for winter chills and sore throats have been around for a long time. Some of the old cures are quite fascinating. Here are a few.

For a sore throat, mix apple cider, salt, honey and red pepper. Boil the mixture. Stir into sage tea. Take a spoonful now and again.
Or, take a slice of bacon and simmer it in hot vinegar. Place it on the outside of your throat. When it has cooled, take it off and tie a bandage around your neck.
Or, put some red ants in a bag. Tie the bag around your neck. When the ants are dead, your throat will be better.

For a headache, dip stiff brown paper into cider vinegar. Tie it firmly around the head. (Sound familiar?)
Or, place pieces of lemon rind on your forehead and temples. Put on leaves of horseradish or beet and bind them on with a long strip of cloth or paper.
Or, smear crushed onions on your brow.
Or, sniff dried lavender leaves.
Or, sniff the juice of horseradish.
Or, take the hairs from your hairbrush and hide them under a rock. Your headache will go away with the hairs.

For earache, heat a brick. Wrap it in a cloth and hold it to your head, or lie down with your head on the brick.
Or, heat salt and put it in an old sock. Hold the sock up against your ear.

For a fever, cut the patient's fingernails, save the nail parings and put them in a little bag. Go down to the river and catch an eel. Tie the bag around the eel and let it go. When the eel has swum away, the fever will be gone. To break a fever, catch a grand-daddy spider. Pull its legs off and swallow it alive and whole. This remedy comes from North Carolina in the USA. Here is one from Texas. Gather plenty of droppings from a jack rabbit and dry them in the oven. Store them in a jar. When a fever will not break, make a very strong tea of the dung with hot water. Strain it and drink it every half hour until the sweating starts. This, apparently, never fails. No wonder!!

* What do you do when you have one of these minor ailments?
* Do you know any unusual treatments for minor ailments?
* What natural precautions do you take to prevent minor ailments? (My mother swears by garlic tablets.)
* Did you take (or were given any) medicine as a child?

APPENDIX 2 (b)

HOME REMEDIES - FROM THE TUESDAY EVENING GROUP

SORE THROAT
* Gargle with salt and water.
* Swallow a spoonful of honey.
* Drink tea with lemon and one teaspoon of honey.
* Drink warm milk with honey or cinnamon.
* Put methylated spirits on a piece of pure wool and wrap it around your neck.

HEADACHE
* Drink a glass of hot water.
* Have a warm shower.
* Put crushed brown onions with plenty of salt on a piece of cotton and then put it on your forehead for one hour.
* Put slices of raw potato around your forehead.
* Sniff smelling salts.

EARACHE
* Put tea tree oil in your ear and stay out of the wind and away from noise.
* Heat some olive oil and put a few drops in your ear.
* Heat some pure sheep's wool and put it on your ear.
* Use a square of soft paper and make a funnel shape. Put the pointed end into the sore ear and light the other end. The smoke goes into the ear!!!!

BUMPS
* Put some ice on it.
* Put some butter on it.

ACNE
* Eat a spoonful of nutmeg and honey.

COLDS
* Drink hot water and mustard.
* Drink the juice from the pickles.
* Mix some ouzo with sugar and heat it. When it boils smother the flames, cool it and drink it.

BURNS
* Put tomato paste on the burn - it takes away the pain and stops blisters.
* Yoghurt is very soothing when put on sunburn.

FEVER
* Put some vinegar (or methylated spirits) on a piece of cotton and wrap it around your head. Then drink plenty of tea, water or orange juice.

Soula, Connie, Denise, Joe, John, Clare, Voula, Dimitra, Kristin and Mary.

OTHER PROBLEMS

Being in hospital sometimes creates difficulties, or may be the result of other problems you may have.

Social Work Staff are available every day and most evenings. If you wish to discuss anything which is worrying you, please ask the doctor or nurse to arrange for you to see a social worker.

PASTORAL CARE

The hospital has a Pastoral Care Department. The hospital Chaplain is available on request and arrangements can be made for you to see a minister or a priest.

POLICE

If you have been involved in a motor vehicle accident or certain other types of incidents, the Police may wish to speak with you.

This will only be allowed if you are well enough.

If asked, you must give your name and address. If you wish, you may give other information or ask for a solicitor to be present.

VALUABLES

It is best for a friend or relative to care for your valuables while being treated. If you wish, the nurse will arrange for their safe keeping. The hospital will take responsibility only for items that have been formally receipted for safekeeping in the hospital safe.

SMOKING

Waiting and treatment rooms are non-smoking areas.

MEDICATIONS

Because of Government regulations, hospital-employed doctors are not permitted to write prescriptions for outside pharmacies (chemist shops). The hospital is only permitted to supply you with medication for three days. Ask the doctor about further supplies before you leave.

WHEN READY TO LEAVE

Before you leave, check that you have asked about:

- any side effects from your treatment or from drugs you have been given;
- other drugs you may have been taking prior to visiting the hospital;
- if, and when you need to see a doctor again;
- a medical certificate if you need one.

If you are taking hospital crutches, please report to the clerks to pay the deposit. This is refunded when the crutches are returned.

FURTHER APPOINTMENTS

Patients may be given appointments to come back to the hospital for check-ups or further treatment.

The Soft Tissue Clinic and Review Clinic are held in Room 10 in the Accident and Emergency Department. Go to the Accident and Emergency Clerk when you come back for your appointment. If in doubt, please ring the hospital on 895 3333, ext. 3212 or 3213.

Patients may also be given appointments for the Outpatient Department. You may be notified of your appointment time by post.

IF YOU ARE TO STAY IN THE HOSPITAL

You may need further tests and treatment, or to stay overnight for observation. The nurse and clerk will take further details from you or your relatives before you go to a ward.

If you wish, the ward staff will let your relatives and your local doctor know that you are in hospital. They will be happy to help you with any other problems.

COMPLAINTS

The staff want to provide the best care they can for you and hope you are satisfied with the services provided.

It is important to us to know what you think about the services. If you have any suggestions, criticism or favourable comments, we would like to hear them. Patients and their relatives are always welcome to talk to:

Dr. E. Brentnall
Director, Accident and Emergency Department
or
Dr. B. McIlroy
Deputy Director
or
Mrs. N. Pink
Nursing Supervisor.

You might also wish to talk to the Patient Relations Co-ordinator, Jane Gilchrist, or write to the Chief Executive Officer, Mr. M. G. Kirk.

The triage nurse can arrange for you to contact any of these people.

YOU ARE PART OF A CARING FAMILY.

Box Hill Hospital
Nelson Road, Box Hill, 3128
Phone: 895 3333 (Observation Ward 895 3227)

BOX HILL HOSPITAL

Accident and Emergency Department Patient Information

The Accident and Emergency Department's main function is to care for emergencies. It therefore sees patients in order of medical urgency.

Urgent patients will always be seen first. We will see non-urgent patients as quickly as we can.

There are different levels of urgency. Each level is represented by a different colour. The colours are:

1. **ORANGE** ●
   - **IMMEDIATELY LIFE THREATENING**

   Example: Multiple injuries from a car accident.
2. **YELLOW** ●
   - **POTENTIALLY LIFE THREATENING**

   Examples: Suspected heart attack
   Severe asthma
3. **BLUE/YELLOW** ● ●
   - **URGENT**

   Examples: Severe wounds
   Head injuries with continuing symptoms
4. **BLUE** ●
   - **LESS URGENT**

   Example: Minor wounds and fractures
5. **WHITE** ○
   - **NON-URGENT**

   Examples: Minor injuries from the day before
   Non-urgent referrals from a doctor
   Minor medical complaints
6. **BLACK** ●
   - **SPECIAL**

   Where the urgency is non-medical but special consideration is needed.

WHEN YOU ARRIVE

The triage nurse, opposite the Accident and Emergency entrance door, will see you as soon as you arrive.

'Triage' means assessing and sorting.

The job of the triage nurse is to:

- reasonably assess the nature of your problem;
- assess the urgency of your need for treatment;
- give you a card which indicates your treatment urgency;
- tell you what to do next.

AFTER TRIAGE

Depending upon your urgency you will be asked to:

1. go to a treatment area,
   or
2. lie on a trolley where you will be checked regularly by a nurse until you are moved to a treatment cubicle;
   or
3. go to the clerk to give your personal details, and then wait in the waiting area for your name to be called through the speaker system to go to a numbered treatment cubicle.

Please tell the triage nurse if you have any problems or if you believe that your condition or need of treatment has changed or is changing.

STAFF

A number of people may attend to you while you are in the Department. All staff wear identification tags and should introduce themselves.

A general guide to staff is

Doctors	— usually wear white coats
Registered nurses	— wear white uniforms
Student nurses	— wear pale blue uniforms
State enrolled nurses	— wear beige uniforms
Orderlies	— wear green uniforms
Domestic staff	— wear green uniforms
Clerical staff	— wear turquoise uniforms
Social Workers	— sometimes wear white coats

FOOD

Patients are asked not to eat or drink without first asking the nurse. Eating or drinking may affect readiness for tests, x-rays or anaesthetic.

A drink vending machine is available in the waiting area. The hospital Kiosk sells a wide range of food, drinks, sweets, magazines, etc. It is next to the main hospital foyer and is open:

Monday–Friday 9.00 a.m.–8.30 p.m.
Saturday–Sunday 9.30 a.m.–8.30 p.m.

WHILE YOU ARE WAITING

It is difficult for us to tell you how long you will have to wait. This depends on how many people are waiting and the urgency with which they need treatment. **You will be treated as soon as possible but a patient who arrives after you may be seen before you if he/she is more urgently in need of treatment.**

All **orange** level and many **yellow** level patients are treated in a separate area — the Resuscitation room. Most of these patients with life threatening conditions arrive by ambulance, are taken directly into the Resuscitation room and are not seen by people waiting in the general area. A critically ill patient may need the attention of up to ten members of staff, and as a result the waiting time for less urgent patients may increase significantly. It is possible you may not be aware of one or more critically ill people in the Department and the diversion of staff to the Resuscitation Area. This will result in delays, even in apparently 'slack' periods.

There are also a number of other reasons why a patient's stay in the Department might be made longer:

- the doctor might wish to observe a patient for a period of time.
- the patient might need tests or x-rays. There may be a wait to have these done and processed if the x-ray or pathology departments are very busy.
- the doctor might want a second doctor's opinion or the opinion of a specialist who may need to be called from outside the hospital, or who might be in theatre for a long time.

If you decide not to stay please tell the triage nurse.

RELATIVES

Relatives are encouraged to go with patients to the treatment rooms, but please only one or two relatives at a time. Relatives may be asked to leave the room when examinations or treatment are being conducted, and we ask for co-operation in this matter.

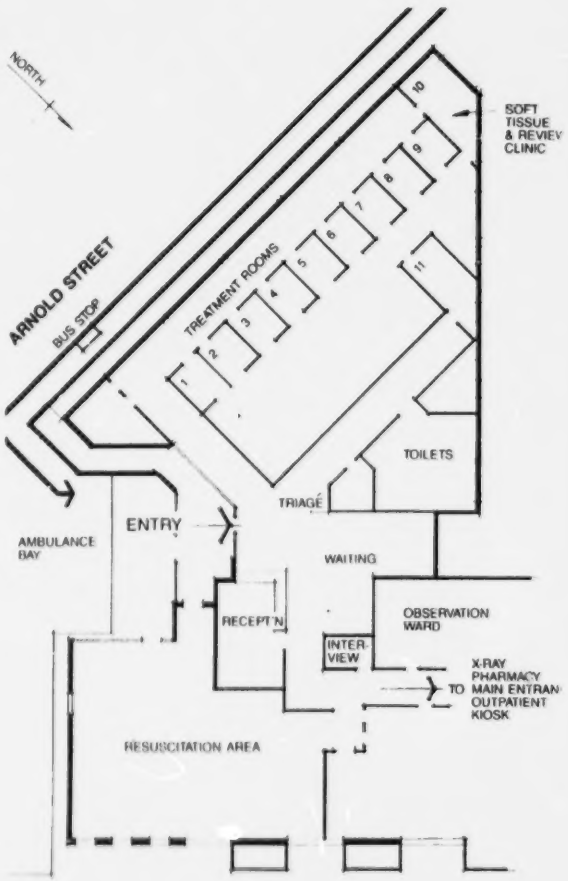
We will always keep your relatives informed, but please remember medical details may be confidential and cannot be given without the patient's permission.

CHILDREN

Children are less frightened in hospital if they are with people they know. We are happy for parents, relatives or friends to stay with children during treatment.

INTERPRETERS

The Hospital has interpreter services. Please ask the nurse or doctor if you need help.



BOX HILL HOSPITAL
ACCIDENT & EMERGENCY DEPARTMENT

APPENDIX 3B

BOX HILL HOSPITAL ACCIDENT AND EMERGENCY DEPARTMENT

* The phone number for Box Hill Hospital is .....

* Which patients are seen first at the Accident and Emergency Department?

.....

*If a blue dot is placed on your card, what does that mean?

.....

* What does "Triage" mean?

.....

* Who wears a green uniform? .....

a beige uniform? .....

* Why are patients asked not to eat or drink without first asking the nurse?

.....

* Which patients are treated in the Resuscitation Room?

.....

* When are relatives allowed in the treatment rooms?

.....

* What should you do with your valuables while you are in hospital?

.....

* Where will you get your hospital prescription made up and how long will it last?

.....

* What 4 things should you ask about before you leave? LOOK, COVER, WRITE, CHECK.

MEDIBILL

MEMBERSHIP APPLICATION

PLEASE LIST all members of your family to be covered, including full-time students up to 25 years of age.

If you are paying by group payroll deductions you should use our Group Scheme Form

1. NAMES (PLEASE USE BLOCK LETTERS AND SHOW APPLICANT'S NAME FIRST)

Surname	Christian or Given Names	DATE OF BIRTH Day	Month	Year	SEX M/F	NUMBER (If known)

(If insufficient space, please attach a separate list)

2. APPLICANT'S ADDRESS:

POSTCODE

PHONE (HOME):

PHONE (BUSINESS):

3. COVER REQUIRED: (Please tick boxes)

* STANDARD HOSPITAL 1 or HOSPITAL 2 — PRIVATE TABLE 1 ☐ or PRIVATE TABLE 2 ☐

EXTRAS A ☐
EXTRAS B ☐

*Not available to visitors to Australia.

4. PERIOD OF PAYMENT: (Please tick box)

MONTHLY ☐ HALF YEARLY ☐

QUARTERLY ☐ YEARLY ☐

MY TOTAL CONTRIBUTION IS $..... per.....

5. DATE MEMBERSHIP REQUIRED: ...../...../..... (Cannot be back dated)

6. IF TRANSFERRING FROM ANOTHER FUND OR YOUR PARENT'S MEMBERSHIP PLEASE STATE

Name of fund..... Table..... Date joined that table...../...../..... Paid until...../...../.....

7. IF YOU HAVE NOT LIVED IN AUSTRALIA CONTINUOUSLY FOR PAST 6 MONTHS PLEASE STATE

When you arrived...../...../..... How long you intend to stay...../...../.....

8. I DECLARE THE ABOVE TO BE TRUE AND CORRECT AND AGREE TO BE BOUND BY THE RULES OF THE ORGANISATION

Signed..... Date...../...../.....

AGENT USE ONLY
CASH RECEIPT DETAILS Table Code..... Amount Received $..... Date Received...../...../..... OFFICIAL STAMP

from *Real Life Reading* by Jacobson & McColl, reproduced courtesy of Ashton Scholastic

9.

MEDIBILL MEDICAL CLAIM FORM

CLAIMANT DETAILS PLEASE PRINT

SURNAME

CHRISTIAN or GIVEN NAMES

CLAIMANT'S ADDRESS

POSTCODE

ORIGINAL ACCOUNTS AND RECEIPTS FOR PAID ACCOUNTS MUST BE ATTACHED

PATIENT DETAILS				SERVICE DETAILS			
FIRST CHRISTIAN OR GIVEN NAME	SEX M or F	MONTH OF BIRTH e.g. Oct	Medibill NUMBER [If not known see Medibill Numbers' on back of form]	DATE OF SERVICE Day	Month	Year	NAME OF PRACTITIONER Surname and Initials
			— —				
			— —				
			— —				
			— —				
			— —				

BOOK NUMBER

PLEASE SUPPLY THESE DETAILS IF YOU HAVE A MEMBERSHIP BOOK TABLE

COMPLETE THE FOLLOWING FOR ANY PATIENT WHOSE Medibill NUMBER IS NOT SHOWN ABOVE COMPLETION OF A MEMBERSHIP APPLICATION MAY BE REQUIRED (SEE Medibill NUMBERS' ON BACK OF FORM)

PATIENT'S SURNAME	CHRISTIAN OR GIVEN NAMES	DATE OF BIRTH Day	Month	Year

Were any of the abovementioned services provided in a hospital? Yes ☐ No ☐

If 'yes': Name of hospital ..... Name of patient .....

Period in hospital: From / / To / / Was the patient a private patient? Yes ☐ No ☐

I claim the medical benefits payable in respect of the professional services specified in the attached accounts

I declare that—

(a) I have incurred the expenses in respect of which this claim is made.
(b) the patient in respect of whom the claim is made is an Australian resident.
(c) I do not contribute to both a basic medical benefits table and a basic hospital benefits table with a registered benefits organisation other than Medibill ; and
(d) to the best of my knowledge and belief, all the professional services in respect of which this claim is made are services in respect of which medical benefits are payable

CLAIMANT'S SIGNATURE ..... DATE ...../...../.....

* You wish to join the Medibill Health Fund and have Medibill Standard Health Cover from 9 March. You will make your payments each month. Using this information, fill in the Membership Application Form.

* Using the following information, fill in the Medical Claim form as completely as possible:

Carole Andrews was 19 on 12 June and lives at 88 Campbell Avenue, Rowes Bay. On 15 May she was treated for a bruised hand by Dr K. Howard at his surgery. She does not have a Medibill Membership Book. Her Medibill Number is 769 305 004 Y.

from *Real Life Reading* by Jacobson & McColl, reproduce courtesy of Ashton Scholastic

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APPENDIX 5

2. *Topic / Theme construction: Structured brainstorm*

The grid below can be used to construct a unit / theme. This grid uses the four domains of reading, writing and oracy and includes numeracy.

	PRACTICAL PURPOSES	KNOWLEDGE	SELF EXPRESSION	PUBLIC DEBATE
READING	1 2 3 4 5 8 9 10 11	1 2 7 8	11 7 6	
WRITING	1 3 4 8 9 10	8	6 7 8	9
ORACY	1 4	1 9 10	1 4 6 8	1 9
NUMERACY	* Some work was done on dosage of medicines - times to be taken, etc.			

TOPICS/ SESSIONS

1. Fires within the home.
2. How to operate a fire extinguisher.
3. Medicine labels.
4. First aid kit contents.
5. First aid for burns and scalds.
6.Home remedies for minor ailments.
7. First aid for snake bite.
8. Box Hill Hospital Accident and Emergency Department.
9. Health funds.
10. Home safety Neighbourhood Watch.
11. H Lawson: "The Drover's Wife".

Ref: Lorey, Stricker, Kiernan, *If I Only Had Time*, 1993.

AN ADULT LITERACY STUDENT PROGRAM

Ruth Yule was a student in an Adult Literacy Teaching course at Wangaratta TAFE College in 1994. Ruth teaches at Albury TAFE in ESL, at the Continuing Education Centre, Wodonga, and at La Trobe University, Wodonga Campus in the Study Skills Unit with overseas students.

INTRODUCTION

My particular learning objective in this course has been to develop my ability to help low level literacy students, both Non-English Speaking Background (NESB) and mainstream. So the immediate focus of my application of theory and new ideas, and the class this program has been developed for, has been the class I teach at the Continuing Education Centre in Wodonga. This is a class of NESB adults, the most advanced of three classes that meet Tuesday and Friday from 9.30 to 12.00.

CLASS PROFILE

The class are all about ASLPR (Australian Second Language Proficiency Ratings) 1+ or 2 in speaking but generally below that in writing. In other respects, they are quite diverse. All the class say they are literate in their first language. However for some, e.g. Student H with four years schooling and very low English literacy and learning skills, I am not sure of the extent of that literacy. Conversely, Students C and G can write more fluently than they can speak. Given time to revise and self correct, Student G's writing is grammatically quite correct. The level of the class reading skills and learning strategies is similarly varied.

Their confidence and depth of learning resources ranges from Student H, who has trouble following what the class is doing, and Student I, who is very confident orally, but has no confidence in her literacy learning ability, to Student C, Student F, Student G and Student J, who have good learning skills from their previous educational background. Student D is the most surprising. Even though she has only three years of formal education, she has developed good learning strategies, e.g. she borrows English books and magazines from the Albury library. Her skills are developing faster than her husband's, however she will not show this in class activities.

See table on following page.

Name	Age	Length of time in Australia	Country of origin	First language (L1)	Literate in L1	Years schooling	Qualifications	Occupation	Future ambitions
Student A	30	5 years	Thailand	Thai & Lao	Yes	7		Housework & childcare	Any job
Student B	41	5 years	Laos	Lao	Yes	8	Army officer (Laos), commercial cleaning cert	Unemployed	Carpentry course or painting
Student C	41	3 years	Laos	Lao	Yes	8	Commercial cleaning cert	Signwriter (Laos), spraypainter	Office work
Student D	31	7 years	Laos	Lao	Yes	3		Farmer (Laos), housewife & childcare	Any job
Student E	32	7 years	Laos	Lao	Yes	6		Farmer (Laos), factory work, now unemployed	Factory work
Student F	36	3 years	Laos	Lao	Yes	10	Teacher (Laos)	Housewife & childcare	Factory work

Name	Age	Length of time in Australia	Country of origin	First language (L1)	Literate in L1	Years schooling	Qualifications	Occupation	Future ambitions
Student H	28	11 months	Philippines	Tagalog	Yes	4	?Teacher in Philippines?	Cook & cleaner, housewife	Study
Student I	48	7 years	Philippines	Tagalog	Yes	5	Ran a takeaway food business in Philippines	Housewife	Fast food work
Student J	21	11 months	Serbia	Serbian	Yes	12	Technical cert , draftsman in Serbia		Any job
Student K	39	3 years	Hong Kong Chinese	Cantonese	Yes	i		Works in sister's restaurant	

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INITIAL ASSESSMENT

All the students had been assessed by the co-ordinator when they were placed in my class. I had taught most of them since February 1993. Student J joined the class in the middle of 1993. Student G and Student H started in late first term 1994. I therefore had a good understanding of most of their language skills. In part, my motivation for doing the Adult Literacy Teaching (ALT) course was my concern that, although their oral skills were developing, their literacy skills were lagging behind. When Students G and H jointed the class, I assessed their reading and writing in the course of their activities in class.

THEORETICAL JUSTIFICATION

How do people learn to read and write? Frank Smith (Smith, 1985, p 125) argues cogently that we learn to read by reading. This is not a skill that can be broken down into a series of constituent steps which, if sequentially mastered, will lead to reading competency. Rather, faced with a text that they believe is of interest to them, readers use a number of strategies to gain the meaning.

Firstly we can use the clues provided by the heading, pictures or graphics to mobilise our non visual information. What is the text about? A reader then moves from a core of known words, using the clues provided by context and pictures, to guess the meaning of unknown words These guesses are confirmed by the continuing flow of the meaning. If this flow is interrupted, i.e. the text stops making sense, a good reader will self correct, go back and re-assess the meaning of previous words. If the reader lacks the background knowledge to make sense of the text, this cannot happen (Smith, 1985, pp 33 & 34). Thus a teacher should only correct a student's reading if the student asks for a word, or if the meaning has got lost but the student hasn't stopped to self correct. It is important not to jump in too quickly with a correction, or to correct a misuse that maintains the sense of the text. Readers also use grapho-phonic clues in words, most often the beginning and end shapes or letters. However, contextual clues are usually more important.

Adults learn best what they have decided they want / need to know. So in choosing a text for class reading, the interest level and degree of background knowledge is often more important than the level of difficulty. (This also holds true with children, to a degree.) Furthermore, people learn to read best under conditions of positive expectation, perceived need and by reading real and meaningful texts (Smith, *Joining the Literacy Club*).

Learning to write should be a related skill. Frank Smith links it so closely (Smith, 1985, p 137) as to say that people learn to write by reading. By reading people acquire a feel for how to spell, structure their meaning, etc. In a real sense, people learn to write by writing. Without practice, no skill is acquired. But writing should be linked with reflection, and revision or checking and redrafting.

Integral to writing is talking. Discussion can mobilise the thinking that must precede writing. However, written English is not just speech written down. Here again is the link to reading. As we read, we mentally write with the author, or absorb how the writer has chosen to express their meaning or purpose. Reading can provide the model for different types of writing. However, not all students read enough to absorb these models. Explicit discussion and modelling of different written genres can empower students in developing control of writing for different purposes. Genre modelling also enables the class to consider whole text features and discourse markers that make the difference between a string of correct sentences and a cohesive text that achieves its purpose.

I have found useful the Dictagloss technique, where students write their text on the board for the whole class to work on. This encourages students to mobilise their knowledge of the language and to look at a piece of writing critically. Meaning can also be checked with the writer, where more than one correction is possible. Everybody learns best in an atmosphere where they feel comfortable to take risks and make mistakes. I believe it is vital to praise constantly, and also to praise the risk taking and making of mistakes. Adults particularly see mistakes as a failure and need to be constantly reminded of the link between making mistakes and learning. No matter how many mistakes there are in a text, there will always be something worth praising.

PROGRAM OUTLINE

In the first two units described, I set out to construct a program based on my knowledge of the students' interests (most of them are keen on fishing and gardening), moving from listening skills and discussion to developing oral language, then to writing and reading. In the last unit I tried modelling a travel narrative, to move beyond just writing correct sentences. I had used genre modelling of text structure with more advanced classes, but not at this low level. The results were exciting.

Warm Up Activity: Each class starts with question practice in various forms, e.g. check something you think you know with someone else in the class by using a a question tag, or ask a question to fit the language of time, such as "last week" or "usually" or "since I saw you". Each student asks a question of another class member. The content of the question is generated by the student. This is a warm up activity and enables a focus on structures that need further work. By listening to the questions asked, I can focus on grammar points as they arise in what the students want to say. This also gives the opportunity to explore cultural meanings, and possible multiple meanings depending on context or stress patterns. Then we move on to the current unit of work.

Unit One Focus:Fishing.

Resources
* Tapes of 2CO fishing program, 7.50 am, Saturday mornings
* Pollard, J. Complete Illustrated Guide to Fish. Bantam. 1991.
* Maps of the local area, to find the places referred to in the fishing program.

Aim: To enable students to:
- listen for the gist of this local program on where the fish are biting
- talk to Australians about fishing
- read books on fish and fishing and understand the gist
- write about a fishing trip.

Progress Monitoring
1. Can students tell me the gist of the tape, or a part of it? E.g. what place, what type of fish, is it worth going there, etc?
2. Participation in discussion, use of vocabulary.
3. Can they tell me the gist of the reading passages?
4. Can they write about a fishing trip?

Duration: Two weeks.

Activities
1. Listening to short extracts from the tape, especially practising listening for the stressed words.
2. Writing up new words and idioms on the board.
3. Reading about the varieties of fish mentioned in the tape.
4. Joint construction of a text about a fishing trip. Discussion of fishing trips.
5. Individual construction of a text about a fishing trip, or in the case of the one or two students who don't like fishing, why they don't like it.

Student text: Student E (written February, 1994)

FISHING STORI
1 When fishing at the Wria
I has Redfin and Yellow Belly.

2 I When fishing at The Riverina House
I has 3 raw trout and clup.

3 I When fishing at The corowa
I has Browns and Redfin and clup.

4 Last year I when fishing in The
Sydney. I has nothing fish

Student E: This text represents a risk and an advance. Last year a writing task was usually a signal for him to go outside and have a smoke. The purpose is a narrative of a fishing trip. The text structure doesn't get beyond sentence level, i.e. this is a series of sentences, not a text, as it lacks the cohesive devices and discourse markers that characterise texts. It lacks the text structure of a narrative. In fact it is a series of unconnected statements about four different fishing trips. Student E is not in control of tense forms, e.g. "I when" (went), and "I has". He has, however, mastered the subject, verb, object basic sentence structure of English, and his spelling is an intelligible approximation.

Student text: Student A (written February, 1994)

TwenTy year a go when I was yen
griel I had been to fishing with my
brother and we got two
The fishingrod and worms cam
we went to the fishing small river in
the farm a bout four hour we caught
Three or Four fish
my brother he like fishing but I don't like fishing because
I don't like the worms my brother say to me for gave the worm
plese every time But now I neve go to fishing agan.

Student A: This text, on the other hand, is recognisable as a narrative. She has the orientation and the reorientation with a sequence of events in the middle. There is some cohesion, "when", "and", but the sequencing is not clear. Did they fish for four hours, or did it take four hours to get to the river? Discourse markers like "after" and "first" would help. She is starting to control her tenses and is experimenting with past perfect.

Unit Two Focus: Gardening.

Resources
* Tapes of ABC 2CO radio gardening talkback on Saturday mornings
* *Gardening Australia* magazine, an Australian Broadcasting Corporation (ABC) publication
* Plants from my garden and the students' gardens.

Aim: To enable students to:
- talk to English speakers about gardening and their gardens
- get the main ideas from gardening programs
- read gardening magazines, get the gist, and predict new words from context
- write a description of their gardens.

Progress Monitoring
1. Can students tell me the gist of what they hear and read?
2. Can they talk about the plants they and other students bring to class?
3. Can they talk about and write a description of their gardens?

Duration: Four weeks.

Activities
1. Listening to the gist of gardening talkback, especially listening for stressed words. (I have not had access to a video player until recently or I would have used *Gardening Australia*, the ABC television program.)
2. Discussing the English and Asian names for plants brought in, how they are grown, used, etc.
3. Students browsing through my Gardening Australia magazines and selecting articles or advertisements they want to read. (Photocopies are provided.)
4. Reading the pieces together, first for gist, then paragraph by paragraph for detailed meaning and trying to guess the meaning of new words from context. (Pronunciation work and Cloze exercises fit in here.)
5. Writing - students drawing a diagram/picture of their garden and explaining this to a partner. Using the drawing, students write a description of their garden.

6. Using Dictagloss method.
7. Doing Cloze exercises from the articles.

As you can see from the time we spent on this topic, it generated a lot of interest and language, especially the gardening articles. Samples of student writing from this topic are included with one of the journal pieces I submitted called Journal Extract One.

Unit Three Focus: Narratives.

Resources
* A story that I tell the students, and the written form of that story as a model
* Students had been asked the week before to think of a journey that they remembered.
Aim: To introduce students, through modelling, to the idea of whole text structure and the difference between spoken and written English. Students will:
- tell a partner a story about a journey
- write that story.
Duration: One and a half weeks.
Activities
1. Listening to me telling the story of an early canoe trip I took in the Solomons.
2. Reading that story as I then wrote it. Discussing the stages and language features.
3. In pairs, students telling each other a story.
4. Students writing the first draft of that story.
5. Me modelling a conference on one student's first draft, and asking questions to clarify meaning.
6. In pairs, conferencing each other's story.
7. Rewriting the second draft.
8. Conferencing with me.
9. Writing the final copy.
10. Typing and making a copy of all the stories for each student. Each student then reading their story to the class.

Student text: Student E (written May, 1994)

I left My country 22 years ago
after that I escaped To Thailand
I left in refugee camp, about Two Years
I was lucky Because australia embassy
when to interview and accepted my family,
come to australia in December of 1987
I Live in ALBURY with my brother and my mather
After That I had a job I worked at company
Australian air fillter Wodonga VIC 3690
NOW I LOST MY JOB Because That company
closed, The Last Two Years. I should be
visiter my country and I was everything
good better Than I leave 10 years befor

Student E: This is clearly one sequenced narrative. It has the beginnings of the orientation: "I left my country 22 years ago", and the reorientation: "The last two years..." (i.e. I visited my country two years ago and everything was better than when I left ten years before). He is beginning to use discourse markers: "After that...", "Now...", and is starting to control tenses.

Student text: Student A (written May, 1994)

I came to Australia in 1989, and I stayed in Sydney,
for about 9 months. but my husband did not like

Sydney. After that we moved to Brisbane for 1 yera,
and we lived in small suburb called GOODNA,
and we had neighbours who were black people.
Fisrt time they were good neighbours. But some
times they came to my house and said to me
can I have some eggs, soy sauce and I gave them.
But one day I wasn't at home all day,
that night they came to my house, and they
took some thing from my house. But I think is
young boy coming in side the house, is not the men
because they didn't take anything just
looking for money. Everything in my house they took
out and put on the floor. I think they were
hungry, and would some money, to buy some
food, because their father and mather drank
beer so NO money, to buy some food for the
childen. I saw on the weekend the truck
came to their house, to get the cans of beer
we liked Brisbane very much but we didn't
like the black people there. we came to
Albury in 1991. I never learnt English
before. I started English in 1992
at WODOGA C.E.C But now I enjoy
lerning English vermuch

Student A: Her control of narrative has developed enormously. She has all the generic stages. She is using discourse markers well: "After that...", "First time...", "But...", "So...". She is also using cohesion quite well: "who...", "they...", "their", etc. Her control of past tense and pronouns is much better.

END OF PROGRAM ASSESSMENT

My assessment procedures are informal. I believe that setting texts or formal tasks will be counter-productive in this on-going group. I base my on-going assessment on their writing, responses to what we're reading, and their language in class discussion.

PROGRAM EVALUATION

I evaluate this program in three ways:
1. Writing Progress: comparing the student's first writing this year with their latest piece, the travel story. Except for one student, all the class are writing more confidently, at greater length, and with greater control of narrative text structure and language structures.

2. Student Response: judging by their excellent attendance patterns and increasing confidence in writing, and in their other skills, I think they would give a positive evaluation of this class.

I could ask them to fill in a formal evaluation, but have two reservations. Firstly, I have already asked them to fill in a personal data sheet for the class profile and feel another form would be an imposition. Secondly, they are all such nice polite people that I could predict they wouldn't give me much negative feedback anyway. If a class is not meeting perceived needs, these students will vote with their feet.

3. Personal Evaluation: comparing their first and last pieces of writing gives me great satisfaction.

On reflection, I would do more text modelling and discussion of generic structure than I did in the early units. It worked well for the journey narrative. At times I haven't done enough reading, although a two and a half hour session goes pretty quickly.

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JOURNAL WRITING

The following pieces come from the journal kept during the ALT course. The journal entries can be categorised as consisting of Critical Reflection (1), Knowledge, Skills and Attitudes (2) and Application (3). The Journal Entries below are three examples of raw jottings, recorded as soon as possible after each session, in which the representation of the above three categories are noted. The Journal Extracts further on are two examples of more elaborate journal reflections that focus on the third category, practical application.

JOURNAL ENTRIES: covering a three-day block

April 14
1&2. Exhaustion doesn't help reflection.
- Most of today covered ideas I had met before in the Grad Dip. But it's always good to consider ideas again - often consolidates understandings and makes new links. The former today.
- Felt my methodology in the Genre session was terrible - didn't have time to allow people to take in and analyse each Genre. Marilyn's suggestion of getting them to write in one or more genre also good.
- Still think on balance useful to give all the models for people to consider and analyse later.
3. The most useful new idea was Marilyn's strategy of recording and transcribing a non-reader's own language. This is the area I need strategies in. I really have no idea what to do with non-readers.
- Similarly, use of the phone book with the student who was fixated with learning the alphabet.
- What I need to do for the assessment is now clearer. Document and reflect on what I've been doing with the CEC class.

April 15
1&2. A really useful and interesting day. Being a maths phobe, I'd never seriously thought about the numeracy embedded in literacy - something I need to be more alert to and ready to incorporate in literacy work.
- I'm surprised by the level of anger growing in me caused by my maths phobia/innumeracy. I wish I'd been taught better in primary school - particularly grade 3 on.
- However this does give me an insight into what many adult literacy students must feel. This is not my fault - I'm not really dumb at maths - given better teaching I'd be okay at this. I could go back now and master it pretty quickly.
3. Some very interesting "maths" resources that I intend to use in English, especially the vege garden, etc. - co-operative logic examples are very like ESL communicative activities. Likewise the place value sheet - putting numbers into words - will use this with my CEC lower level class.
- Useful contact with ARIS, the Adult Basic Education Resource and Information Service - will go in next time I'm in Melbourne. (I'm rarely in Sydney to go to the Adult Literacy Information Office, ALIO.) Lots of useful resources that I will order next week.
Watch out for numeracy in what we read etc.

April 16
1&2. A thought provoking morning. I've never really got my head around the concept of curriculum models. Now I think I have.
- Never made the connection between the goals based learning we developed at Marian College ten years ago and the competency based models - very similar.
- Suggests that competencies are not incompatible with "education" - as opposed to "training". But you need

to carefully think through what the competencies are and how you demonstrate them - skills, not content.
- Making the unit very useful - first time I think I've got a bit of a handle on what I might do with a mainstream literacy class.
3. Will use the Wang Chronicle article on daylight saving with my CEC class - probably doing Dictagloss rather than Cloze.
- More useful resources to order next week.

JOURNAL EXTRACT ONE: late February

This course has made me more aware of several things that inform this task on gardening and others I have used this semester. Firstly, the importance of building on adult students' interests and experience: my CEC class contains a lot of keen gardeners, which influenced my choice of theme. Secondly, the stimulating effect of drawing a concept, rather than just writing it, led me to revise the lead-up to this writing task. Thirdly, the importance of integrating speaking and listening with writing and reading. This is something I had inadequately appreciated before.

In the light of these considerations, I asked students to draw their gardens. They then explained their drawing to a partner, before writing a description. As a result, all students wrote quite easily. In the case of a couple, more writing was forthcoming than in previous tasks.

In the following lesson, I photocopied their writing, wrote each text up on the board and used the Dictagloss method to work on changes together. This method enables students to work at the level of the whole text, as well as at the sentence level. It uses authentic texts, those created by the students, and mobilises the students' knowledge of language to analyse and correct the text. It is often easier to see what needs changing when the text is up on the board, and when it is someone else's writing. Things like cohesion, discourse markers and punctuation can be addressed, rather than just sentence level grammar.

By focussing on the student's intention and overall meaning, and working with students, appropriate and alternative language choices can be discussed. The final decision is the writer's. In contrast, if I just correct the writing and hand it back, I can never really be sure that the changes I have made reflect the student's meaning.

You will see that this is particularly important in a text like Student E's. Here I was not sure of his meaning, and could not adequately have corrected it. After discussing his intention, he and the class were able to make most of the necessary changes. Similarly, in Student A's text, did she mean "modern Australian vegetables" or " more than Australian..."? These students also have trouble with punctation conventions, but can usually put in commas and full stops appropriately when they see the text on the board.

Student text: Student E (written February, 1994)

we would liked gardening my self and my house
in the back yead. I would like grouw frist time I
Plant cutting off then I grow cow manoru specail
I like interending to make plaing on making vegetable
in my garden. We like graden very much
frist ting I put Hot chillis and vegetable. and broccolis
pupkinis climpbing on trellis and spring a nion
and banana taro sweet potatos climbing beans
oranges mint egg plant lemon grass passion fruit
miniature eggplant and pumpkin and courn trees
we mak back yead of my house. and lemon cary
watermalens cuccuber Rockmelen everything we groun
in my house of my back yead. sometime I work
in the grardening and enough
in front I put Flower of my house.

Student text: Student A (written February, 1994)

on my garden I like to grow vegetables
from Thialand, moden Australia vegetables but
the weather not sames, in my garden now
I have capsicum tomato chillies lemon grass
spring onion zuccini and Thia beans.
I have not so big garden but enough for me
around my house I grow more flower

JOURNAL EXTRACT TWO: early March

According to Frank Smith (Reading, 1985), we learn to read by reading. We also read because we expect something to be interesting, to entertain us, or give us more information about an area of interest. As I said before, this class has a lot of keen gardeners. So I brought in my piles of Gardening Australia magazines and asked them to look through them to find articles (or ads) they wanted to read.

Having copied the articles, of which one on Asian vegetables from the December 1993 issue was a sample, we used the pictures and headings to generate what we knew about the subject. We then moved to what we thought the article would say.

Because reading aloud is a different skill to reading silently, and working on the principle that it is unfair to expect anyone to read aloud a text they haven't seen, I read it all the way through, in this case, section by section. Together, the students were able to tell us the gist.

The students then took turns reading aloud, on the understanding that a turn wasn't compulsory. As we read each section we discussed the probable meaning of words the students nominated as unknown.

In so far as I can, I discourage the use of dictionaries until we have finished working through the text. Then students are free to look up more exact meanings of the words we have "guessed".

This course has made me appreciate the value of Cloze exercises more than I had before. I think they are especially valuable in developing prediction or guessing skills. Accordingly, in a subsequent lesson, I used this text on Asian vegetables to make the two short Cloze exercises below.

Pak choi is called ___ Chinese white cabbage, and ___ spoon-shaped green leaves, white mid-ribs and short stems. Both ___ stems ___ leaves ___ succulent and crispy, ___ both ___ be eaten fresh when young, or used ___ soups or stir fries. It grows as ___ neat upright plant, whereas ___ Chinese flat cabbage (another in ___ brassica family), ___ leaves which spread out into ___ flat, saucer shape. ___ Chinese cabbage ___ good source ___ vitamin C, ___ also adds valuable fibre ___ your diet.

Over recent years there ___ been ___ big change ___ our eating habits, influenced ___ ___ popularity ___ Asian, Italian, Greek, Chinese, Middle Eastern ___ other wonderful ethnic restaurants. And now gardeners throughout ___ country want ___ grow some ___ these eastern ingredients ___ home, or buy ___ fresh ___ ___ green grocer.

TEACHER AS FACILITATOR

If we decide that our role is to become more of a facilitator, what does this involve? How is it different from teaching? Discuss.

Pam Holderhead was a student in an Adult Literacy Teaching course at Outer Eastern College of TAFE in 1994. Pam has taught groups for people with mild intellectual disabilities with Maroondah Literacy and she teaches communication skills for migrants in a church hall for the Mountain Womens District Coop.

INTRODUCTION

"How do you spell facilitator?" asked Giovanni, an ESL student from my Tuesday night class.
"I think it's spelt facilitator or maybe it ends with an er. Just wait a minute and I'll check for you in my dictionary. I'm surprised you asked me about facilitator, because in the holidays I'll be writing an essay and I'm thinking of doing the one about being a facilitator. Why do you need to know?", I queried.
"Well, at my work (Giovanni is a supervisor at Amcor Packaging), there will be a meeting tomorrow for all the supervisors and they plan to discuss being a facilitator. I don't know much about it, except I think it means instead of being out the front, you are sort of watching from the back of the room and helping when necessary," said Giovanni.
"Facilitator doesn't seem to be here", I said, after studying the dictionary.
"Facilitation is mentioned though. It means - to make easier or more convenient... if that's a help."

Giovanni seemed quite satisfied with my rather inadequate explanation. After he left however, I thought about our conversation and decided that I really did need to find out more about what being a facilitator entailed and how it relates to me as a teacher. My essay topic had just been decided for me, prompted by an unexpected conversation with one of my students. Where do I start? I decided to delve into some earlier reading I had done on facilitators.

FACILITATORS

After reading *A Facilitator's View of Adult Learning* by David Boud, I found that the four major traditions in adult learning each differ in the way they perceive the role of the facilitator. The first tradition Boud mentions is "training and efficiency in learning", as put forward by Gagne. This approach is characterised as freedom from distraction in learning. It originated from earlier approaches in programmed learning and industrial training. The role of facilitators of this tradition is that they are essentially program managers. Learners' needs and prior skills are assessed before they begin to study a particular topic or learn a new skill. All the tasks each learner must perform are carefully analysed and then programs are systematically designed. There is some flexibility within this highly structured program. Facilitators need to predict learner responses, plan suitable activities in advance, collect feedback to help modify the program and better cater for learner difficulties as they arise. This approach can be seen to be a highly effective mode of traditional authoritative teaching.

The second tradition Boud mentions is that of "self-directed learning and the andragogy school", which was put forward by Malcolm Knowles. This approach is characterised as freedom from the restrictions of teachers or as freedom as learners. It places the unique goals of individual learners as central in the learning process and it provides a structure to assist learners to achieve their own ends. It differs from traditional teaching which places the learner in the position of responding to what a teacher provides. The facilitator's role is in helping learners to clarify their own needs and goals before planning their own programs. The facilitator is a resource person and guide who offers support for learners to find their own ways through the learning process. The learner and facilitator negotiate a learning contract where goals and plans are formalised, ways to achieve these are identified and the criteria for evaluation is made explicit.

The third tradition mentioned by Boud is "learner-centred education and the humanistic educators", the most influential person being Carl Rogers. This approach originated from his earlier work in client-centred therapy. It allows learners freedom to learn. The emphasis is on learners' personal needs. Learners may have

early negative experiences of learning and they may perceive themselves as having limitations because of learning problems which may have developed. The facilitator needs to help the students become aware of any such internal constraints and inappropriate behaviours which may inhibit their learning. The facilitator recognises that emotions and feelings need to be examined before effective learning can take place. The non-directive facilitator encourages, respects and values all individuals in a highly supportive environment.

The fourth tradition described by Boud is "critical pedagogy and social action", the main leader being Paulo Freire. In this approach, learners are pursuing freedom through learning. In this view, learning is seen to be embedded in a historical, social and material context. Learning is never value free and it serves either to limit people to their current function in society or to lead them to change it. Facilitators need to enter into dialogue with learners, to promote dialogue amongst them and to promote their critical consciousness. Ideally, learning will lead to social and political change which may transform society.

After studying the role of facilitators in each of the four traditions of adult learning, I feel more confused. I don't perceive myself fitting neatly as a teacher or facilitator into any one of the traditions. I do however agree with David Boud who suggests that, in practice, a facilitator in a particular program probably draws on aspects of more than one tradition, if not all. He states simply that "a facilitator is anyone who helps others to learn". I can certainly relate to this statement and I am thinking at this point that perhaps I am a facilitator without actually being aware of it. Could this be possible?

I found a common theme expressed in each tradition was that there needs to be respect for learners, their experience and their different backgrounds. Learning should begin with the learners' present understanding and it should focus on what the students need to learn. Learning can take place in a formal educational setting, such as a classroom, or in an informal situation where learning activities are happening between friends and colleagues. The facilitator needs to be flexible because the nature of facilitation will change depending on the context in which adult learning takes place.

TRADITIONAL TEACHERS

At this stage, it may be worthwhile to reflect on the traditional teaching role as I understand it. Perhaps the main characteristic is that teachers take the responsibility for the students' learning. They make the decisions on the program, what the subject matter will be and exactly how it will be taught. They present the material and organise related activities. Usually the program is planned in advance of the teaching situation, sometimes even a term ahead. The focus is on what the teachers want to teach, rather than what the students need and want to learn. Teachers are empowered in this traditional teaching role.

STUDENTS

Although I am writing this essay from the perspective of the teacher / facilitator, I feel it is important to briefly mention a few things from the students' viewpoint. The effects on students who are being taught by traditional teachers can be wide and varied. Some feelings commonly experienced by students are that they may feel inadequate, anxious, reserved and unclear about where they are heading in their learning. They may be resistant to change and quite comfortable with the teacher making all the decisions on their behalf. They expect the teacher to be a presenter of facts, the source of all information and to be very knowledgeable. Usually they are less willing to take responsibility for their own learning. The students are passive because the teacher is in control.

TEACHERS AS FACILITATORS

Different writers look at facilitation in varying ways. Brookfield writes that facilitators need to be any or all of the following, depending on the situation in which they operate and the learners with whom they are working. A facilitator should be a supporter and encourager; a critical friend and stimulator of critical reflection; a presenter of expertise; a provider of access to personal and material resources and a challenger of taken-for-granted assumptions.

On the other hand, Chrystine Bouffler suggests that one of the first main steps to becoming a facilitator is to develop sound theories because these become the basis for our educational judgements. Facilitators must access the needs of their learners before initiating classroom strategies to meet these needs. It is suggested that the environment must provide demonstrations of what is to be learnt. Such demonstrations need to be carefully selected and organised and offer opportunities for student engagement. Teachers as facilitators need to be aware of the sensitivity students display towards the demonstrations. The most powerful demonstration a teacher as facilitator can give is their involvement in the learning process. How teachers as facilitators select and organise demonstrations and opportunities for engagement are the real problems of teaching.

Boud suggests one's view of facilitation of learning is related to one's values and goals. He considers three main aspects of the facilitation role to be important irrespective of the tradition upon which one draws. Firstly, the purposes of the activity or project in relation to the goals being pursued. He discusses three inter-related functions of adult learning and states how the approach of the facilitator will be likely to differ in each. The first kind is instrumental learning, the second is dialogic learning and the third is self-reflective learning. Whatever the kind of learning being pursued, the desires of learners should always influence the strategies and behaviours of facilitators. Usually learners are better judges of what they need to do than the facilitators.

The second main aspect of facilitation according to Boud is the numerous forms of intervention undertaken by the facilitator. Heron proposes six dimensions of facilitator style:
- directive / non-directive
- interpretative / non-interpretative
- confronting / non-confronting
- cathartic / non-cathartic
- structuring / unstructuring
- disclosing / non-disclosing.

I have found this very interesting because until now I have not consciously thought about the different forms of facilitator intervention. On reflection, I think I tend to disclose many of my thoughts and feelings with all of the literacy groups I take. I think it makes me feel more at ease when I share "something" of myself. Facilitators can, however, be more effective by developing the ability to make use of all the six dimensions. The time and timing of interventions needs to be considered and they should be appropriate for the stage an individual has reached. Encouragement and acceptance may be helpful in the initial stages; then challenge and the presentation of other perspectives; later, evaluation and testing of ideas; finally, encouragement and acceptance to see the task through to completion. The types of the interventions vary throughout the cycle of learning.

The third main aspect of facilitation Boud suggests is reflection and evaluation. It is important for learners to understand reflection and how they might engage in it and for facilitators to know how to promote it.

The final writers I will review are Schuttenburg and Tracey who describe how the role of the teacher/facilitator changes and it can move through three distinct stages. The first is the leader/director role which can be defined as the traditional teacher instructing in front of the class and in control. The leader, with or without the students' co-operation moves them towards self-direction. However, combined with other roles it may be a critical step towards encouraging learners to move towards self-direction.

The second is the collaborator/coach role where the adult educator sits alongside, instructing, discussing and assisting learners to achieve their goals. Rather than being directive, this role is more facilitative and the control of the learning situation is shared between the students and the educator. This role is the one most often promoted when reading about self-directed learning.

The third is the colleague/co-learner role where the adult educator assumes the position of co-learner. It is recognised that sharing one's own process of learning with others is also teaching. This role models learner-control and self-direction. At this level, the learner's values and perceptions of herself or himself are being internalised. The learner is able to take initiative and create changes in their life. The adult educator may

move among all three of these roles. Looking critically at my style of teaching, in reality I am probably still "trapped" in the leader / director role.

REFLECTIONS

After reflecting on the writings of Stephen Brookfield, Chrystine Bouffler, David Boud, John Heron (*Group Facilitation: Theories and Models for Practice* and *The Facilitator's Handbook*), Schuttenburg and Tracey, and also Beverley Campbell, it becomes apparent that there are many varied interpretations relating to facilitation. Personally, I have found the sheet titled "Interaction of student and tutor" from If I Only Had Time that was handed out in our course (Appendix 1) to be very effective. The roles of the teacher/facilitator and the student are very explicit and the visual impact of the sheet is such that you can easily understand the interrelationship between both roles. I feel it best summarises many of the points put forward by the other writers.

When teachers decide to redefine their role as facilitators, they in effect will be making a transition. It may be threatening for them because they will be taking a step from the known to the unknown. In particular, they may experience a reluctance to "let go" of power and control; a sense of inadequacy; lack of preparation; lack of confidence in their role as guide, counsellor and problem solver; and they may experience feelings of frustration and helplessness when watching students struggle with problems. I find myself relating to many of these feelings mentioned here. Perhaps this is positive in the respect that I may be in a period of transition from teacher to facilitator.

Teachers are not the only ones making the transition, but many learners too will find it challenging and unsettling. Some students will experience negative reactions to the prospect of becoming self-directed learners. After all, when you consider that most of their past learning experiences may have been organised for them, assuming responsibility for one's own learning can be quite daunting. Some students actually feel that the only way they can "learn" is to be "taught". It is important to note that we should respect the wishes of adults who prefer direction in their learning for whatever the reasons. A dilemma can result when the adult educator may be caught between what he or she feels their role should be and what role may be preferred by the learner.

CONCLUSION

In conclusion, when teachers make the decision to start giving students control of their learning, teachers become liberated towards a more active role in learning. Beverley Campbell in *More Than Life Itself* refers to the tutor and learner as partners in learning: "It can become a dynamic mutually benefiting situation, where each learns from the other".

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Interaction of student and tutor

Desired changes in classroom dynamics during the course

STUDENT

feels: anxious
reserved
inadequate
resistant to change

wants: facts
format (structure)
'basics'
teacher correction

less willing to make decisions
takes little responsibility for learning
unclear about future

presents facts

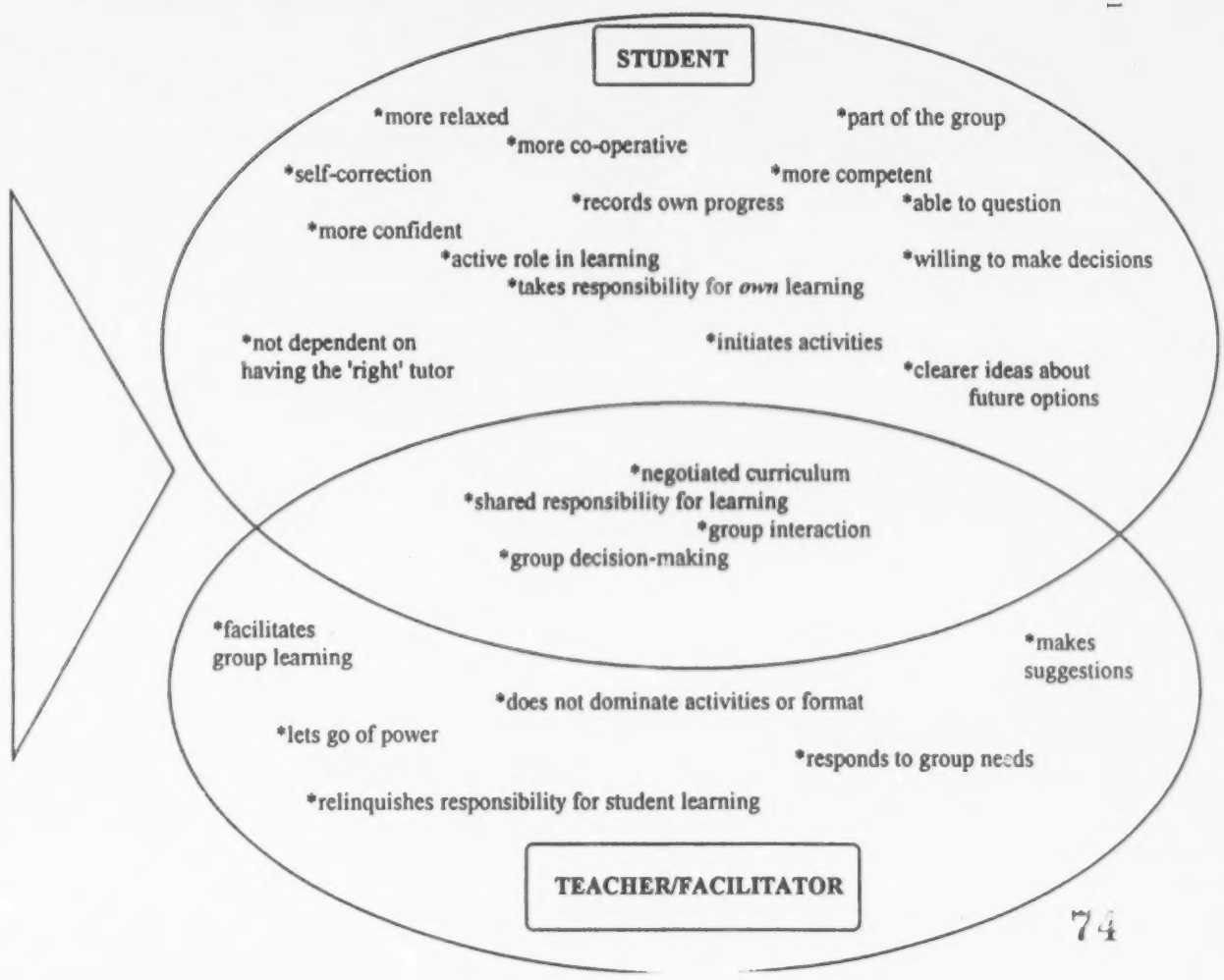
gives format

organises activities

makes decisions

takes responsibility for student's learning

TEACHER



JOURNAL WRITING

Sandra Field was a student in an Adult Literacy Teaching course run by Loddon Campaspe College of TAFE at Maryborough in 1994.

BACKGROUND

The past six months have been a time of much thinking and reflecting on my role within education, particularly with adult learners. It has been a time of personal growth and change; a time of much talking, discussions, listening to colleagues and tutors, sharing ideas, reading and writing; a time of confusion and a time of readjustment.

As the course neared completion, and I began to re-read the notes and journal entries and to further consider the areas of study, I realised just how much this course has enabled me to really value each student for the person they are; their interests and hobbies; to be able to understand why they have fears and anxieties about learning; to support and encourage them; to plan with them; to gently guide; to laugh with them; to enjoy our talks together and to share in their excitement as goals are achieved.

REFLECTIONS

I began the course as an adult student, very apprehensive and unsure of myself, as my first journal entry indicates:

28th Jan.
It was interesting to note the differing reasons for people doing the course and different careers and educational backgrounds.
I feel a little unsure whether I can do the work required, but feel that through class discussions and readings I will have improved self worth. I feel that group support will be valuable.
I hope that I will gain the skills and knowledge to be able to gain employment in adult literacy.
Discussions: VCE English gradings, lack of public understanding of such; DEET: procedures.

Did I have anything worthwhile to contribute to this group of people who seemed far more intelligent than me? After six years working as an Integration Aide in the Primary system, I was beginning to lose my self-worth. I needed a new challenge. I was now working in the Secondary system, with two 15 year old boys. So I decided that this course would have a two fold purpose - to build up my self esteem and to help me in my work with these young adults.
"A facilitator of learning"... those words began a whole new way of thinking for me and the relationship I have with my students, as my second journal extract indicates.

18-19th February
Am I a facilitator of learning?
I would like to think I could be, for the sake of "Peter" and "John". So called mainstream conventional teaching seems intent on labelling them intellectually disabled... dumb... hopeless... beyond caring about them... send them back to the specialist school... give them rubbish duty... go to the post office and stick a stamp on a letter... turn the computer on and let them go!
Where is the respect of learners and their experience?
Our job is to give them the ability to use what they know or learn:
home -
school -
reading- know ------> use
listening-
role models-
motivation-

peer pressure, comfort level, confidence, previous bad experiences.
Self esteem ------> can change people's lives.
Self perception ------> Peter and John are in desperate need of the above to be accepted as worthwhile, interesting, caring people; to be accepted for being themselves.
I would like to help them gain the confidence to make a choice about wanting knowledge to use, to use the knowledge they have, and to give meaning to their lives.
1:1 allows people to have the freedom to learn to get away from the school environment.
Future activities: sharing letter writing; taping their oral stories; sharing life experience; talking about music, cars, etc.
As Boud says: "Facilitators respond to learners and take account of their experience, their backgrounds and influences on them. They also acknowledge that learning must begin with the learners present understanding and this must be explored carefully and sympathetically. It is this characteristic which perhaps identifies the facilitators role; facilitators begin, not with their own knowledge, but with the learners."
An enjoyable lesson - plenty of discussion. Some very strong minded individuals in the class. I'm very basic in my ideas; not quite as 'intellectual' as the others.

These boys had plenty of problems. Family problems; a history of sexual and emotional abuse for one boy who had also changed schools five times in three years. The other boy had attended a special school for four years and upon entering mainstream schooling, suffered verbal abuse from his peers. No wonder they both had problems in reading, writing and maths. Their peers rejected them and their teachers only just tolerated them. The teachers would prefer to have them withdrawn from class. It was easier for the Aide to "do whatever you want with them", than for the teacher to prepare appropriate work for them.

I was feeling very frustrated with a system that taught a subject and/or skills, not considering each individual student and his needs. We were not doing justice to these boys! Did I dare develop a more suitable program (according to the boys and me!)? The knowledge gained from this course enabled me to begin to meet the needs of these boys. They didn't need algebra, French or an in depth study of prehistoric man. They needed to be accepted for who they were and the knowledge they already had.

So, in trepidation and in a 1:1 situation, I withdrew John and spent an hour getting to know him better... we talked and talked... about his family, his interests. In this non threatening 1:1 situation, John was a different person. He smiled and shared some of his feelings about school, his likes, dislikes and his hurts. We lost eye contact when he said "I can't read or write and I'm no good at maths".

On the whiteboard I wrote the word "Geelong" and told John I was going to the football on Saturday. I asked him if he could read the word on the board - knowing that he barracked for that team. I acted pleasantly surprised when he read it.

We went on to make a list of our favourites, e.g.:

JOHN	FAVOURITES	MRS FIELD
Holden	Car	Ford
.....	Food	.....
.....	Animal	.....
	Colour	
	Football team	
	Cassette	
	TV show	

Using a large whiteboard, textas and large print was a welcome relief to John who rarely put pen to paper.
"Do you want me to write for you, John."
"No, just spell the word for me." So, he could form most letters. John enjoyed this activity and he could immediately read most words back to me... it was his own words and writing.

We went on to make a flip book which he took home to share with his Mum and Dad. The next day he shared his book with the Integration teacher who was most surprised and pleased. Since then I have contin-

ued to withdraw John for two hours a week.

John now has a lot more ownership for his learning. His interest and desire to learn are beginning to re-emerge. He is beginning to read "City Kids" books from which we can branch out into many areas of literacy. I am using the Reading Recovery method of orientating the book to John first, then getting him to read it, followed by writing a sentence about the story. This is a new skill for me and has worked very well.

The following is a journal extract that refers to some new ideas that I am now trying with John:
Christmas cards, birthday cards
Posters
TV programme guides
Alphabet books for children
Diagrams and graphs
Writing script for familiar story
Classification into lists - animals, books, cars
Poems
Newspapers
Funny pictures - bubbles and comments

This was a most informative session. I had heard of Reading Recovery but didn't really know how it worked. I think I will try Kerry's idea of orientation of book - tell the story, characters, read the book, write a sentence.

With John, a beginning reader: Pause, Prompt, Praise

The Running Record Sheet would become easier to fill in, the more you used it.
Reading Recovery tells you what they are doing wrong.
Miscue Analysis - analyses what the reader is doing right. (Judy, next week.)

Both are diagnostic tools to assess a student who doesn't appear to be getting anywhere.

Judy gave me her University project to read...

As John expressed a desire to learn how to play board games such as Monopoly, Battleship and Chinese Checkers, a lot of integrated language and maths work was and is built around these games.

It is exciting to see John's confidence and self esteem growing daily. We are becoming partners in learning.

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A STUDENT PROGRAM

Rhonda Martin was a student in an Adult Literacy Teaching course at Wangaratta TAFE College in 1994. Ruth has worked as a one-to-one tutor with Forum in Benalla.

BACKGROUND INFORMATION

"Dave" was referred to me by FORUM, Benalla. Our first meeting was on Tuesday, 23 March, 1994. He presents as a well motivated lad with many interests, including active participation in St John Ambulance, swimming, cars, drummer in a band, archery; as well, he works part-time at a local hardware. His aim is to be accepted into the Navy and to begin training as a technical officer. In order to reach his goal, he must pass Biology at mid-year, as well as his other three Year 11 subjects, Woodwork, English and Maths. He broadly identifies his needs in terms of help with spelling and handwriting. We discussed the purposes for legible handwriting which he believes are, firstly, for school and the need to be understood by his teachers and peers, and secondly, for the process of applying to the Navy, especially for the written entrance examination. Help with spelling was identified as his other need. The focus of his needs are very firmly articulated in terms of acceptance into the Navy, and passing his Year 11 subjects.

At our first meeting, Dave was understandably nervous but showed explicit signs of stress in meeting all of his commitments both in and out of school. He also presents with low self-esteem, frequently putting himself down with "I'm hopeless, I can't, I can't believe that I can be so stupid", although his self-esteem seems to be only low with regard to his literacy level. In talking to Dave about his interests, he is almost over confident, believing that he can tackle the world with no hesitation. The dilemma for Dave is that his literacy level doesn't match his aspirations, although he believes he can achieve anything he wants to achieve. Dave believes that it was during the early years of his primary schooling that he struggled to learn; although he did receive some remedial help, it was not enough. Dave seems to be driven by an external force. It appears as if it could be his family that are the driving force behind this tutoring. He will need help to learn to take responsibility for his own learning. He wants to be like an empty vessel and he sees my role as being the teacher to tell him everything he needs to know in order to reach his goals.

STUDENT PROFILE

Personal Traits

Goals: long-term: Navy, own a fast car; short-term: year 11, start carpentry apprenticeship.
Extrovert/introvert: extrovert.
Interests: St John Ambulance, drummer in band, swimming, cars, archery.
Skills: St John Ambulance teacher, bronze medallist, musician.
Talents: music, woodwork, motor mechanics.
Needs: to be with his friends, to be better at literacy skills.
Likes: cars, swimming, keeping fit.
Dislikes: housework, disagreements.
Sensitive issues: relationship with his ex-girlfriend, his family life.
Maturity: normal maturity for his age of 17 years.
Level of independence: living with his mother, brother and sister, and very dependent on his mother.
Politics: takes a conservative and rigid stance on political issues.
Life experiences: hasn't travelled, seems to like Benalla because it is a safe environment for him; doesn't want to talk about his family life.

Cultural Background

Dave was born in Australia. He has always lived with his family at Benalla. He went to primary school in Benalla, and his secondary schooling has been at what was formerly known as Benalla Secondary College and is now known as Benalla College.

Vocational Issues

Previous work experience/skills: Dave has held a part-time after-school position at a local hardware store. He is employed as a shop assistant, and deals with various customer requests.
Goals/aspirations: he wants to leave school and ultimately gain entry to the Royal Australian Navy (RAN). He may have the chance of a carpentry apprenticeship; he would take the apprenticeship until he can get into the Navy.

Interpersonal Skills

Ability to mix: Dave mixes well with his peers and older people alike. He comes into contact with many people with his involvements in St John Ambulance, Swimming Club, Rose City Band.
Communication skills: Dave expresses himself quite well. He is assertive in that his opinions are expressed firmly, and directly. Dave's listening skills need working on, he needs help to become an active listener.
Gender issues: Dave sees the role of women in our society as homemakers. He struggles with alternative models to that role.
Age issues: respects elderly people, has good rapport with them.
Ethnic bias: racially prejudiced, "wogs should all go home".

Education

Level attained: Year 10, working at Year 11.
Learning style: kinaesthetic, group work, joint construction.
Teaching style: teachers impart knowledge, he doesn't believe that he should take an active role in the learning process. An empty vessel to be filled.
General knowledge: limited knowledge due to his experiences.
Reasons for attending: to gain employment.

INITIAL ASSESSMENT PLAN

The focus of the initial assessment was to highlight the literacy, numeracy and oracy skills which Dave brought with him and to recognise any gaps. I used catalogues, television guides, newspapers, medicines, magazines, pamphlets, timetables, forms and grocery items as my tools to ascertain Dave's levels of literacy. The initial assessment was conducted on our first meeting at my home around a round table which was private and free of people traffic. I helped Dave to feel relaxed by offering him a drink and spent the first few minutes on "chit-chat". It was at the initial assessment that I gauged Dave's motivation and commitment to learning and any barriers which may influence his learning. Using a skills assessment framework as my guideline, and with the aid of my assessment tools, the initial assessment was as presented in Appendix 1. I stressed that any information which I gained would be confidential. Beginning, Developing, or Confident were the terms used to quantify the skill levels.

LEARNER STYLES

Dave hasn't yet learnt to take responsibility for his own learning. He believes that my role is to teach him knowledge or strategies which will improve his reading and writing skills. He doesn't own his problems and somehow distances his literacy problems from himself. Dave blames teachers, "they haven't done their job properly". I believe from my assessment that Dave learns by hands-on activities. Visual and auditory stimuli have little substance if the hands-on practical involvement isn't followed through. He succeeds at school in the practical hands-on subjects of woodwork and motor mechanics. Dave prefers to work in groups and be an active participant. He learns best from activities that are action orientated. Dave prefers to use the senses of touch and hearing to learn. Dave gains strength from others, so joint construction in activities is a valuable step in the process of learning. It may be that through the neglect of joint construction in Dave's past that Dave failed to grasp patterns which occur in reading and writing.

From my assessment, and as a result of further discussions with Dave, I believe that Dave is a kinaesthetic learner.

Using the following continuum of learning styles developed by Marilyn Webster and Julie Ferguson (ALT course), and with Dave's help, we gauged his learning style and marked it with an *.
Learning Styles:
intuitive <—*————————> reflective
analytical <————————*——> global
serialistic <————————*——> holistic
convergent <————————*——> divergent
assimilation <————————*——> accommodation

PROGRAM PLANNING

I decided that a thematic approach to program planning was the most comprehensive way to tackle Dave's goals and objectives. Traditional reading and writing activities had formed a barrier for Dave in view of his negative experiences at school. So if we planned units of work on a thematic basis, and chose topics that he was particularly interested in, we could at the same time build up his literacy skills. Using the whole language approach, we would work on his spelling and handwriting concurrently with the other language areas. If we could take the stress out of learning and show Dave that learning can be fun, successful learning should take place. Dave in fact had to learn how to learn.

Bearing in mind the information gained from our first few meetings, I proceeded to prepare some units of work which were then shown to Dave, and we negotiated what things would be included. I believed that if we broke down the barriers of the teacher / student model that he was familiar with and put the responsibility for learning in his hands we had a good chance of succeeding. I must also add that the thematic approach to teaching ALBE fits in both with my style of teaching and with articles I have read in Good Practice. The themes which we negotiated and decided to explore were:
Me Communication Australia Becoming Independent A career in the Navy

Unit of work from program: A career in the Navy
The grid below was used to construct the unit. This grid uses the four domains of reading, writing and oracy and includes numeracy.

	PRACTICAL PURPOSES	KNOWLEDGE	SELF EXPRESSION	PUBLIC DEBATE
READING	*RAN manuals *Pamphlets *Handbooks *Maps *Maritime authority	*Information sheets *Code of practice *Expectations of the Navy *Maritime History of Australia	*Sea stories *Sailor's auto-biographies *Poetry	*'Defence for Australia' debate
WRITING	*Resumes and formal letters *Handwriting *Lists *Instructions *Directions from here to Cerberus	*Navy facts *Ship knowledge	*My story - why I want to join the Navy *Poetry *Letter to a friend	*Debate issues of Navy career in writing
ORACY	*Interview *Telephone technique	*Interview	*Interview	
NUMERACY	*Map reading estimation			
SPEAKERS, EXCURSIONS, AUDIO/ VISUAL, ETC	*Naval officers	*Cerberus *Documentary		

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Lesson Plan

1. Brainstorm keywords in reference to life in the Navy, to develop vocabulary and to build up the context or field.
2. Introduce video that has been provided by RAN recruit department depicting life in the Navy.
3. Reflect together on issues raised in the video, for example, discipline, exercise, duties.
4. Model writing for public debate, by reading together a letter to the editor chosen from the *Benalla Ensign*. Comment on the function and purpose of the example, and point out specifics in construction.
5. Work together to construct a piece of writing on the "fors" and "againsts" of naval life, paying close attention to the structure and linguistic features of argumentative writing.
6. Encourage Dave to write independently by using the previous steps as foundation.
7. Look at the piece of writing together.
8. Critically assess the lesson in terms of meeting its aims and objectives.

MONITORING PROGRESS

In keeping a journal of all interactions between Dave and myself, I have a written record which I can refer to, to monitor progress made. The journal includes my interpretations of Dave's attitude, things he enjoys, things he doesn't enjoy, skills he has used, comments he has made, activities that have worked, activities that have failed, and agreements that have been negotiated between us. My journal also provides a medium for me to write down any suggestions or ideas which I have for facilitating the program.

The critical reflection stage in the Spiral of Good Practice also involves the use of my journal. It is through critical reflection of the program which I am facilitating that I closely scrutinise the validity of the program and its relationship to Dave's needs and goals. The journal is an extremely useful tool because it includes the personal criteria which aren't measurable in terms of levels, but are strong indicators of progress. Successful monitoring of progress can only be carried out if the initial assessment is clear to ascertain the level of literacy and numeracy skills that the learner brings with him / her. I use the grid below to fill details in of Dave's progress.

AREAS OF LEARNING	**AT THE BEGINNING** *29.3.94*	**ON (DATE)** *5.4.94*	**ON (DATE)** *12.4.94*	**ON (DATE)** *19.4.94*	**ON (DATE)** *26.4.94*
ATTITUDE	*Very keen, positive about future*	*Keen, but unco-operative with journal keeping*	*Upset over break up with girlfriend*	*Heart isn't in it*	*Reasonable attitude tonight - more willing to contribute*
KNOWLEDGE	*Ships and naval terms - can read, understand and spell*	*Maritime history and knowledge of Maritime History of Australia*	*Maps --> how to read*	*Understands the different genres used with different types of letter writing*	*Knowledge of naval life, knows his obligations*
SKILLS	*Introduced to naval terms, ways or strategies to spell*	*Resume writing*	*Mock interview*	*Letter writing*	*"Story writing" - writing for self expression*
BEHAVIOUR	*Writes quickly and unclearly*	*Trying to print slower but legible*	*Still printing*	*Gaining speed*	*Use of computer to publish story*

FIRST STUDENT TEXT ANALYSIS

Should captill punishment be
re-introduced or should it stay
the way it is ? the agerment is
when peplo get aquest of killing
should they go to prison and stay there for
a period of time or should they be
hanged, shot, etc.

drug Lordes (distribters). They go around
the street salling drug like marouana, cocan,
herouren, speed, extacy, etc. they sall this
to children and then children go away
and have an over dose.
Theys peplo should be charged
for muder because if what they
sall this people should be treted like
murder,

But the story comes up again if
they serve their time when they come
out they will be diffrent people
and they will not do what they used
to do.

but what happen if thay do come
out diffrent people also what happen
to the famly whoa is in.... and
how would the family fill nowing the
person is out on the street and they
whould be doing the same thing and
killing more children like their
own. You can't be ever shore untill
they are cault again.

People like this shouldn't have the
right to live they inflict unger people
that don't no about & how dangres
it is.

The purpose of Dave's writing on Capital Punishment is to provide the arguments for and against Capital Punishment. The text structure or genre for this style of writing involves breaking down the argument into the following steps and stages:
1. Taking a stand: position.
2. Forming arguments: a point or statements, plus evidence.
3. Stating Conclusion: what is proved.

Dave's first paragraph addresses the issue of capital punishment stating both sides of the argument. The argument is then very loosely developed within the next four paragraphs. Capital punishment is related to drug distributors, and the overall argument centres around drug pushers influencing children who then die from overdoses. Dave does raise the issue of prison changing people but the argument isn't developed and supported with evidence. The depth of Dave's feelings are evident in this writing but the issues which he raises need to be backed up with facts and evidence. The tone of the writing could be made more authoritative with the use of words such as "should" and "must".

SECOND STUDENT TEXT ANALYSIS

Child Hood

I started in Benalla Swimming club,
I was racing for Benalla and after
a few competitions I heard about Shell.
It was a camp at Melbourne where
you have to become in the fist
3 for you district and then you
can swim.

I thought about this a lot and
I had not won Anything to do with
swimming at their level of swimming. so
I didn't think I had a chance to get
there So I kept on training to get
and no thinking about it untill the
carnival came up and I was enrolled
to swim in it. So I swam free style,
butterfly, back stroke and breast stroke.
At the end of the day I found out
I was swimming the back stroke in
Melbourne. It came as a complete surprise
to me because it was my worst stroke.
But the only way I got in was some
one also got disqlafied and that let me in
to swim. After this I was on my
way to Melbourne on the train. I was
with my mother my cuson and my antay.
We stayed at the Vic hotel that night
but on that night we went out for
tea and I met Debbie Flintoff King at the
chinse restaront it ended up that her
husband was a coach at the sports I was
swimming at but I didn't meet him

The second piece of writing to succumb to a text analysis is the one provided which Dave has written about his childhood. The purpose of this piece is to recount events of Dave's past. Dave has written solely about his successes with swimming, and the writing centres around competing in a swimming competition in Melbourne. The purpose of a recount is to inform and entertain. The recount structure is as follows:
1. Orientation: who, what, when, where.
2. Events 1, 2, 3, 4 in order.
3. Re-orientation: tie back to the beginning.

Dave's piece of writing is quite formal in its approach, retelling the facts with little emphasis on the expression. I would encourage Dave to write with more expression by showing his feelings. He was obviously very excited about meeting Debbie Flintoff King, and swimming well in the race, so he could express that excitement to the reader. The structure of Dave's writing displays the above three stages to recount writing. With help to clarify and organise his thoughts, and with confidence to express his feelings and build humour into his writing, this text draft would improve. I would model the writing of a personal recount, discuss generic features, jointly construct a recount with Dave, and then encourage Dave to draft his own recount.

END OF PROGRAM ASSESSMENT AND PROGRAM EVALUATION

The program, as mentioned previously, is being monitored and assessed frequently. An end of program assessment and evaluation relies upon thorough records to determine whether the program has met its objectives in catering for the needs of the student. Outcomes were identified at the commencement of the unit of work on a career in the Navy and they were:

1. Understanding and gaining meaning from naval terms.
2. Map reading skills.
3. Resume writing skills.
4. Oral interview techniques.
5. Construction of a formal letter.
6. Legible handwriting.
7. Correct spelling of contextual words.
8. Understanding the implications of Naval life.
9. Knowledge of ships.
10. Knowledge of maritime history of Australia.

The end of program assessment assesses whether Dave has met the objectives of the unit of work, referring to my records of on-going assessments. The evaluation estimates the overall effectiveness of the program and provides recommendations for future program planning.

THEORETICAL JUSTIFICATION

This student program is based on the theories and practical experiences which I have encountered during the Professional Development Course for Adult Literacy Teaching (ALT). The program is based on the Spiral of Good Practice, described by Barbara Goulborn in her article "From Heart to Head" published in Good Practice a few years ago, that starts with critical reflection on practice, then moves on to designing learning activities based on the framework, which in turn, becomes the teaching practice, followed by more critical reflection. To facilitate learning, my teaching practice follows the theory summarised in The Teaching-Learning Cycle model, and my lesson planning is consistent with that theory. This theory informing my planning is embedded in the work on genre in English for Social Purposes and Exploring How Texts Work. Other influences were the oral presentations from students in the ALT course, and the ALT course facilitators, Marilyn Webster, Merilyn Gander, Sharon Brown and Marg Purdy.

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APPENDIX 1*

3.3.3 Skills Assessment Framework: WRITING

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	*Write letters, numbers	*confident*	
	*Write own name and address	*confident*	
	*Write some familiar words, e.g. child's name, "social" words	*confident*	
	*Write short greetings, address envelopes	*confident*	
	*Invent and draft newspaper headings and "one liners"	*confident*	
	*Write a short sentence about something personal or an opinion	*confident*	
	*Use common punctuation	*confident*	
2	*Write a short personal story	*developing*	
	*Write a short diary entry	*developing*	
	*Write a postcard	*confident*	
	*Write a short note or telephone message	*confident*	
	*Fill out a simple form, e.g. order form	*confident*	
	*Write a short accident report	*developing*	
	*Write brief instructions for someone to use an article or follow a simple procedure	*beginning*	
	*Write out simple directions to a location	*beginning*	
	*Write a short letter of complaint	*developing*	
	*Write a brief review of a TV program	*confident*	
	*Use paragraphs, sentences, pronouns, conjunctions, textual conventions and cues, e.g. headings	*beginning*	

* All the materials in Appendix 1 come from *The Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*, written by Margaret Purdey, and published in 1992 by ACFE.

3.3.3 Skills Assessment Framework: WRITING (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	*Write a brief imaginary story	*confident*	
	*Write a short letter consciously using different styles, levels of formality	*developing*	
	*Write out complex instructions for following a procedure, e.g. safety procedures	*beginning*	
	*Fill out a complex form, e.g. Medicare claim form, application for a licence	*beginning*	
	*Compose a basic curriculum vitae	*beginning*	
	*Write an explanation of the use of something, e.g. common DIY tools	*beginning*	
	*Compose a comment that includes more than one point of view, e.g. use of nuclear fuel	*beginning*	
	*Use most of the common conventions of text arrangement, punctuation, etc. appropriate to all the above activities	*beginning*	
4	*Write a story, poem, history or narrative		
	*Complete a tax return or application for citizenship form		
	*Write out a CV and accompanying letter of application		
	*Write minutes of a meeting, e.g. a social club or school council		
	*Write detailed instructions or procedures for fellow workers		
	*Compose own definitions		
	*Write a "letter to the editor"		
	*Draft a policy recommendation for a club or group to which you belong		
	*Use a wide range of semantic and syntactic devices and conventions		
	*Use appropriate "voice" in writing		

3.3.3 Skills Assessment Framework: READING

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	*Recognise and differentiate print symbol, letters, numbers	*confident*	1.1
	*Name letters of alphabet		
	*Read own name and address	*confident*	
	*Read "social" words, e.g. push, pull, danger, hospital, phone	*confident* *beginning*	
	*Read calendar		
	*Identify brand named goods in catalogue	*confident* *beginning*	
	*Recognise TV program names in paper	*beginning*	
	*Retell a simple cartoon strip story	*developing*	
	*Locate pay on pay slip	*confident*	
	*Read common items from short shopping list, e.g. tea, bread	*developing*	
	*Follow a simple map	*developing*	
	*Read simple instructions with illustrations		
	*Identify types of classified ads		
	*Read and comment on brief current newspaper headlines and photographs		
2	*Retell cartoon strip story	*confident*	
	*Read and follow short instructions / listed illustrations	*developing*	
	*Read short notes, greetings, etc.	*confident*	
	*Distinguish different styles in simple letters, e.g. note to school or to a friend	*developing*	
	*Use a catalogue or price list	*confident*	
	*Read a simple bill	*confident*	
	*Follow a "step by step" short recipe	*developing*	
	*Locate information in a telephone directory	*developing*	
	*Use a simple dictionary	*developing*	
	*Read simple definitions, descriptions	*beginning*	
	*Read a short accident report	*beginning*	
	*Detect obvious bias in a short piece of writing, e.g. in a newspaper, and suggest possible meanings	*beginning*	
	*Read and speculate on a simple "who done it" story	*beginning*	

3.3.3 Skills Assessment Framework: READING (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	*Follow a short story or letter line	*confident*	
	*Read a short business letter, e.g. making an appointment	*confident*	
	*Read and understand instructions, e.g. to put together a simple appliance	*beginning*	
	*Read work related information and procedure sheets, e.g. fire drill	*beginning*	
	*Read and understand instructions on completing forms and form structure	*beginning*	
	*Read telephone messages and other more complex messages	*developing*	
	*Read texts for information, e.g. cookery books, gardening books, etc.	*developing*	
	*Access and use reference material such as a dictionary	*developing*	
	*Interpret and comment on newspaper articles	*beginning*	
	*Describe and assess argument in an electoral broadsheet	*beginning*	
	*Read and assess points presented in circulars from local authority, e.g. on policy changes	*beginning*	
4	*Retell and reflect on a complex story, read, relate to own and other's experiences		
	*Read and act on complex forms, e.g. tax returns		
	*Use and critically evaluate a street directory, tourist guide, government information sheet, e.g. information on benefits		
	*Use any form of mail order system		
	*Use reference material, text books, dictionaries, thesaurus, specialist magazines or articles		
	*Critique advertising matter		
	*Critique newspaper articles, letters to the editor, editorials, political tracts		
	*Compare texts for argument, content, bias		

3.3.3 Skills Assessment Framework: NUMERACY

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	*Estimate height of objects, weight, etc. *Use measuring devices and units found at home, e.g. simple scales *Classify groups of objects *Understand properties of common shapes, e.g. circles, cubes, etc. (in two and three dimensions) *Give directions e.g. to find an address *Count and order numbers up to 1000 *Handle money or numbers using four basic operations (+, -, x, ÷) *Interpret simple tables, graphs, e.g. in leaflets, magazines	)))) *confident*))))	
2	*Use complex measuring instruments, e.g. at work - use of micrometer *Do calculations to complete order forms or convert from one unit to another *Read a map such as a local street map *Recognise and describe and create 3-dimensional shapes *Understand place value sufficient to carry out an everyday calculation *Use a calculator *Use a timetable *Interpret simple graphs from a newspaper *Use problem solving strategy to find a "missing number"	))) *confident*))) *developing* *developing* *developing*	

3.3.3 Skills Assessment Framework: NUMERACY (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	*Use a protractor *Calculate area *Estimate travelling time *Demonstrate appropriate use of formula, e.g. to calculate circumference *Understand application of measurement of angles, e.g. woodwork *Demonstrate understanding of scale, e.g. by interpreting a map or scale plans and drawings *Use four operations (+, -, x, ÷) with whole numbers, fractions, decimals and percentages *Use a calculator to perform the above *Demonstrate understanding of concept of ratio, e.g. by interpreting "authentic" information provided, e.g. from a book *Use information and statistics to create graphs and pie charts *Use basic algebraic rules		
4	*Calculate surface area and volume *Use sine, cosine and tangent in a given situation *Use wide range of numbers and perform complex calculations using a calculator *Create, interpret and use technical and statistical data at work and personally when presented with it in newspapers or other media *Use algebraic methods in problem solving in abstract and real situations		

(Note that students with skills beyond Level 2 may be more appropriately assessed by a maths specialist.)

THE JOURNAL OF ALBE

John Logos was a student in an Adult Literacy Teaching course run by Loddon Campaspe College of TAFE at Castlemaine in 1994.

SCOOP!....DYSLEXIC LITERACY TUTOR ATTEMPTS TO TEACH LITERACY AND NUMERACY TO AMEND HIS AND OTHERS' EDUCATIONAL FAILINGS....THE STORY SO FAR

ALBE has taken on the task of tutoring a partially literate person. This student, for reasons of confidentiality, we will refer to as Fred.

ALBE and Fred first met clandestinely in a local cafe. A mutually neutral surrounds where there was no sense of discomfort to either of them. Except it was probably the first time Fred had been to a place like this one. ALBE must have been nervous, he drank too many coffees and it was a constant rush to the toilet for a leak.

ALBE had previously taught some mature people in building practices, that it was a subject that was never one of strength to him was another matter. He would have to fly by the seat of his pants on this one. He would even lose that protection with these nervous toilet rushes. Despite his tenseness, the first meeting turned out fine.

Fred was a reasonably well spoken, personable young man. Though he looked askance at the rather eccentric individual that claimed to be his new tutor. They stated their reasons for why they were there. A little building bridges and opening of doors, communication is what they call it in higher circles.

Fred's profile was that of a child moved around, a dysfunctional family and an unyielding, unsympathetic education system. He in his 28th year was a single parent and wished to provide for his child. As an adult he was unemployable because he couldn't read and fill out application forms. Employers would not risk employing some one who cannot read warning signs, were his words; probably those taken from a potential boss. I learned later in the course that, for health and safety reasons worked out between employers and unions, that workers had to have year ten literacy and numeracy skills. For all these reasons and more he wanted to learn to read and write.
Fred seemed to be, from all accounts, reasonably well cognate in his cognition or simply cognisant? Fred could be labelled as income and asset poor, part of the long term unemployed that have few resources.

ALBE on the other hand was a "case".

Was it all that reading of the rights of man, Locke, Mills, Hume and that other altruistic utilitarianism that drove him to it? Or was he a dangerous do-gooder or had he a more political motivation? Who knows and in the long run who cares? ALBE decided that he could no longer disguise his lack of basic knowledge in the processes and standards of tutoring.
ALBE's first move was to get help from the limited resources in this area. The local adult education officer helped immensely, so did a friend with teaching experience. The TAFE Adult Literacy Teaching (ALT) professional development course was also recommended. So he joined up to alleviate this lack of expertise by enrolling in a remedial course for teachers. From pedagogy to andragogy in one fell swoop.

THE WONDERS OF NETWORKING ARE REVEALED

When ALBE arrived into this den of iniquity he found a group of tutors as intransigent, if not more so, as himself. The others looked at him with pity: "Well ALBE, join the club, we are here for immoral support ourselves" they replied.

This calmed his nerves, this was not going to be as frightening or alienating as he first feared. With a trembling lip he broke his silence: "I am ALBE, I need HEEEEEEELP! please." (Sounds like an AL ANON meeting personal introduction.)

This is the amazing story of ALBE's adventures into enlightenment.

At first he learnt the technique of being an effective tutor. How to "sift through the sewer" or deconstruct previous learning experiences and practices. To be accountable for what you are doing. That communication, no matter how clear, can be misinterpreted and misunderstood. They brainstormed approaches, experiences, methodologies, techniques, group dynamics, needs, curricula, motivation, articulation, modelling, reflective behaviour, empathy, learner's profile, facilitating as opposed to teaching, mind map schematics, etc.

Their brains felt like mush, and this was only the first half hour. Eyes rolled back into their heads, faint groans were audible. Wait till they got into the meety (sic meaty) stuff like THEORY, that fine line between irrelevance and insanity. Things of cognition, empirical measures clap-trap, generic concept of adulthood, doctoral dissertation, and behaviourist paradigm versus the humanist. The scientific rationalism versus the chaos theorists, the plight of intellectualism drowning in its own mire. Most important example in all this process is "PALS", Principles of Adult Learning Scales. (One wonders about the sanity or black humour of some acronym devisers.) Where in all this lies the adult student who has popped their wary head over the battlements of education? A field where most were severely routed some time prior. Here's a Venn diagram or Pie chart in your face!

Educationists such as Maslow's student centred, humanistic, self actualisation versus the vocationist, government and employer interest that is evident in credential creep. A certificate for every occasion. (Refer p3, Rodney Cavalier, The Australian Language & Literacy Policy Two Years On.)

ALBE reeled from the class room like a legless drunken sod. Armed with an arsenal of new found knowledge, acronyms, phonemes, homographs, diphthongs and rubber thongs, he lunged at his adult learner with fanatical fervour. What a terrifying spectacle, like a runaway bus careering driverless into an unsuspecting crowd. The only excuse (thin at that) for unleashing this novice on the unsuspecting was that at least he was not paid.

EMPATHY

The humanist model requires a level of understanding. Fred rang to say he had home problems which involved a government service. He was pretty distraught and wanted to cancel the lesson. ALBE was accommodating, he had stressed at the beginning that the arrangements were flexible. He had told Fred that at anytime times, methods or pace could be changed. Nothing was fixed except that if he stuffed ALBE around in any way he would be mightily pissed-off. Fred much appreciated this honesty and promised that he would attempt to work within these guidelines.

ALBE on the other hand had to decide at what level of personal involvement he would indulge. Was he to become a facilitator of learning or a social worker dog's body? He came to the conclusion that a social worker mode would only create dependency. As he had no training in counselling he thought he would only bungle it. This would create more problems and cloud the boundaries and goals of literacy tutoring. In other words he copped out of the intimacy aspect (typical male!). He chose to listen without comment to the incident and made no value judgements. He erred on the side of caution, he felt that he could refer Fred onto to those more capable than himself if necessary.(As an aside, what are the legal requirements for literacy tutors on the issue of domestic violence and mandatory reporting?) Back to the front, roll up the sleeves and muck in. Do you know what a full stop is, a comma, a sentence, the vowels and their sounds? Read some more from the TV guide, break the words into syllables to make sense of them and speed the reading process.

From Bill Winser's The Role Of Awareness In Learning And Explicitness In Teaching: "(S)elf awareness and language awareness are both part of effective language learning." Reader's awareness of own strategies of metacognative behaviour. Fred uses and reflects on re-occurring themes and word association.

We rely heavily on sounding out syllables, phonetics, segmentation and print identification. A name has been given to a strategy that we have been using; CLOZE its called. CLOZE the bloody door it's freezing in here. Or Don't have a CLOZEd mind to any strategy, if it works use it, if it don't, dump it immediately. Have no

sacred cows. Floating curriculum or keeping your head above water. Student negotiated curricula in this case is "Fred you do what you want, read and practice as much as you wish and voice your expectations". Andragogy, the gogomobile transportation of adult learning, or Martha Gardener's handy hints.

Although unbalanced, ALBE is dogged. The trainer wheels are assisting the momentum. His fellow travellers bail him out and brief him on some basic syntax tactics. Some of which he had already stumbled on. Vowel identification, syllables and modelling with a little rote thrown in. Always build and reinforce confidence, never too much direction. The Panadol assessment trick: take one packet of Panadol, flatten out the wrapper and see if the student can decipher it. If they cannot, scoff contents of the packet with the help of a glass of water. That way you relieve the student and yourself from any further headaches.

Activity orientated, Fred and ALBE decide to do some application forms for jobs and services such as SEC, Telecom and the Dole. The next ALT session reinforces this strategy. We (the royal we that is) must be doing something right. ALBE does the rounds of local employers hunting for job application forms. One is very accommodating, the other is not. (Must be commercial secrets hidden in some companies' forms.) ALBE then went to the SEC and Gas and Fuel offices for forms. These he took to the next lesson. Well, for all those stated processes, what did ALBE do? He overloaded Fred with the burden of filling out and understanding these complex forms. It not only buggered Fred but ALBE was not feeling too good about it either. Lesson learnt: no matter how much theory and rhetoric, one must be forever on guard for lapses into expanded agenda and zeal. Who is this project for anyway, ALBE's ego or Fred's edification? ALBE did the best thing possible, he apologised and hoped he would not high-jack the agenda again, so help him god.

Fred announced that he was starting a CES course. ALBE reacted in a true martyr fashion; he got down on his knees and pleaded with Fred not to take his literacy baby away from him. Another demerit for ALBE, the dependency scenario has raised its ugly head even if a little back to front. Fred calmed him gently by offering a joint custody, that is he will take both lots of tutoring (the ungrateful bugger!). ALBE is back in the class room. Talk about empathy, support, etc. Group dynamics are getting a little feisty. Some problematic methodologies, theories and egos are being challenged. Only hope the enlightened few don't treat their students like they do their peers. Some hidden agendas are also being exposed, people in the group are starting to ask pertinent questions. Eyes are being opened to the political ramifications of ALBE teaching. Dialogue is much more probing and insightful.

"ALBE-IT" (all be it) pragmatism, taking the diversity opinion, debate and agendas and articulating them into your own supreme intent. In other words they discuss Certificate of General Education for Adults (CGEA) Frameworks. Fred shows ALBE his catalogues he has crafted. ALBE is bogglefied at the extent, care, time and energy that has been put into the effort. ALBE has mixed reactions, one of awe and admiration, the other of anger. The anger stemmed from the effort, cajoling, blood, sweat and tears in attempting to get Fred to practice writing and reading. RPL, Recognition of Prior Learning, no one is an empty vessel. Time will tell on the immediate reaction of ALBE as some basic performance demands were made. (Not too heavy though.)

Back at ALT, over the theory hump, we are getting stuck into the nitty gritty bits. Interviews and assessments. The how, when and wherefores of diagnosis and assessment of ILLiterates (semi-literates). Despite negative reactions about the use of role-play, I enjoyed it. There was good insight into the approaches and skills needed in these processes.

Negotiated Curriculum, Integrated Curriculum, Prior Knowledge, Motivational Activities, Strategies are bandied about. Core curriculum and Core Competencies (Finn Review). National Curriculum smells fishy to me. Got the pong of too long defrosted, vocational driven, professionalisation fish fingers to me. Back to Fred. We have made a break through; after many months of blood, sweat and tears he puts down a sentence of his own. ALBE leaps, jumps and whoops with glee, so little for so much, or is it vice versa?

Material MUST be relevant and of interest to the student, otherwise you're shooting from behind the eight ball, leading up the garden path, or just up shit creek without a paddle. (Achievable goals, that build vocabulary and student driven.)

ALBE, back at the learning ranch, is introduced to a cute little number by the name of Miss Cue Analysis.
"How come we have never met?", he says as he sidles up to it.
"Well!", it replies in a coy tone, "You have been blundering around in the dark so much you haven't bothered to turn on the light to see me!".
ALBE drooled: "I've seen Bell curves, I've seen language curves, I've seen reading recovery and running records but I ain't seen nuthin' as cute as you!".
"Well I never!" Miss Cue exploded. "You chauvinist swine, I do declare that you have substituted a prediction and this omission has been transposed into a visual error that needs to be self corrected!".
"I do apologise Miss Cue!" he babbled, turning beetroot red, "I climbed upon my scaffold high horse and got into top gearing, appealed to your good practice but the power relation became confused and gave the wrong word response!" (Apologies to Marie Clay, Good Practice vol 1, 2 1989).
"Well is dat a calculator in your pocket or are you just pleased to see me?" Miss Cue cooed.
And at this, a flustered ALBE changed his lesson plan / program outline, reflected on his practices, did samples of his resources and a text analysis synopsis.

What this leads into is the Maths element, and if Beth Marr reads this journal, ALBE (alias me) would be dead meat. What I have learnt from the maths component has been invaluable. Previously when asked I refused to teach maths because of a lack of confidence, but now having done the ALT course, I reckon I could successfully tackle Level 1 and 2 maths curriculum component.

ADULT LITERACY TEACHING (Other after-thoughts from a critical theorist perspective.)

Adult literacy and numeracy. There are many and complex reasons for the number of people that are illiterate or have limited communication skills. The problems range from socio-economic, physiological, psychological or combinations of these and other reasons.
Socio-political agendas of governments, political parties and the populace set the levels of basic education. People are victims of structural violence, the expediency of mass education and welfare safety nets. Illiterate conjures a psycho-social disease that is partially curable but with little or no diagnostic norms that can be identified.
Theories become "isms" that become fact ensconced in teaching methods and curriculum. They become straight-jackets of accepted methodologies that lose original edge of experimentation.

Illiteracy could be renamed in a more benign fashion to belay anxiety of stigmatisation, labelling and alienation. How about semi-literate just to soften the impact? Time, empathy and flexibility are needed in dealing with literacy / numeracy "challenged" people. It is an indictment on the education system and society that illiteracy should exist. This was my first reaction to the lack of basic education. It was so easy to blame the providers for not doing their job. But when the soft underbelly of the bureaucratic system is exposed, it seems almost rotten to the core. Teachers tend to be the convenient front line shock troops taking the flack.

THE POLITICAL AGENDA

The dangers for ALBE. As a diverse movement of funded and unfunded groups it has the propensity to be co-opted by the economic rationalism regime. This to prop and expand an education service with at least capital infrastructure outlay. As with other welfare services, this group's missionary zeal could put them in a position of unpaid and unsung martyrs.

CGEA could be a double edged sword, severing the fundamentals of ALBE tenets, for the political expediency of a national curriculum. One to one humanist teaching methods could be usurped for feeder courses to supply TAFEs and Universities.

For example, the White(wash) Paper 1994 on employment plus the clever country push of the Federal Government may direct resources away from the original groups. It also could usurp those same fundamental tenants of humanist education for the more pragmatic vocationist model.

The danger of amalgamation of ALBE groups is that the diverse target groups may be marginalised with stan-

dardising of curriculum goals and teaching techniques.

Dichotomy between funding and service providers. ALBE identifies a need, e.g. re unemployment statistics. DEET sets unrealistic goals and format for funding, e.g. percentages of participant make-up. Unemployed, Aboriginal, women. Service providers either fulfil this requirement or cease the service. ALBE claims that it is social justice driven, yet DEET sets guidelines that are rigid and unreasonable, thereby denying access to those they proffer to be targeting.

Incorporated community based groups are therefore caught in the conundrum of where their allegiances lie. This puts, for example, SkillShare in the unenviable position of welfare provider with a profit motive (exactly aping the process that created the problem). Some very clever and somewhat devious bureaucratic think tank has devised a perfect dichotomy. (Machiavelli would have given them a gold star.)

On one hand, as a socially conscious community group, they want to provide a service but, as a funded service provider, they are restricted by unrealistic or unachievable goals and made accountable by being incorporated and profit-driven. Expropriating a community based program at the same time that the government is fulfilling its promises of action on unemployment (achieving that warm inner glow with the least input while maximising one's election chances).

The post modernist debate exposes the contradiction and contention of whether there will ever be full employment. Developed countries are tending towards a service sector economy. The tenet is that part time work will become the employment norm, born out in CES and ABS statistics on employment trends.

Professionalisation of ALBE epitomises the expansion of employment (hidden unemployment) in that sector under the guise of social justice.

The question is, are you damned if you do and damned if you don't?

Which way to empower the principal recipients of ALBE, within the system or without? Do you start the fire by rubbing sticks together (volunteer) or chuck a can of petrol on it (funded)? The choice is yours. And what if it is damp drift wood? (Apologies to Liz Suda's "How Do You Light A Fire?" in Good Practice, no 17.)

A clever word and disingenuous, unionisation is used instead of amalgamation. By transposing it to a positive concept, the negative element is negated. Also divert questions of unionism and all it entails, e.g. pay, conditions and professionalism. It negates the issue of unionising and politicising a group of unpaid or underpaid workers (exploitation). It also is the process of manipulation of subliminal cognation. For example, the word "unionisation" has negative connotations for a predominantly conservative group (e.g. volunteers). Another example, expropriate the word "genocide" with "ethnic cleansing" to make an appalling process more palatable. And that does not deal with the problems of alienating acronyms in the ALBE field either.

Makes the mind spin, doesn't it?

Every aspect of Adult Literacy and Basic Numeracy teaching strategies has a commonsense, practical element. Based on the fact that the people that need the help have had negative learning experiences.

I would like to personally apologise to Beth Marr, S. Lytle, K. Schultz, A. Kelly, Peter Waterhouse and Betty Johnston, as well as the students and teachers of the Castlemaine ALT Professional Development course, and any one else maligned, misquoted, defamed or derided, for ALBE's comments over which I had no control.

(My therapist and ALBE's can be contacted on (#@!) S%^&*?.)

ANOTHER WAY: Initial Assessment

Bill Keenan was a student in an Adult Literacy Teaching course at Wangaratta College of TAFE in 1994. Bill teaches at Wangaratta College of TAFE in the Building and Construction Unit.

INTRODUCTION

My area of expertise is the Fabrication of Welding trade, where Competency Based National Engineering Modules are used. Classes in this sphere of Trade Training are conducted on a self-paced learning format. With students forever flowing between theory rooms and practical workshops, there is limited time for the class teacher to spend with individual students who need literacy/numeracy support.

For many years, the only concrete indication that students were struggling in this area was when they began failing their module theory tests, or were consistently marking and cutting steel incorrectly. In this less than ideal situation, students had to fail before the problem was highlighted.

In an effort to remedy this situation for the one or two students in nearly every group that need literacy/numeracy help, I took part in a staff development course, the Adult Literacy Teaching (ALT) course, conducted at Wangaratta College of TAFE during semester one 1994. Being involved in such a course and rubbing shoulders with those in the literacy/numeracy field would, I thought, give me skills to be more effective in a basic literacy helping role. As it turned out, I was able to absorb far more than anticipated and gained valuable insight from the course content, the lectures and presenters, and my fellow participants.

Part of this Adult Literacy Teaching course required, apart from all the other work, that each participant be involved in an oral presentation on some aspect of the literacy/numeracy field. I chose "Initial Assessment" and, although I knew very little about it, I realised this was one area where I needed understanding to be effective in my particular literacy teaching role.

After wading through all the whys, hows and dos on initial assessment from the course reference materials and handouts, I was privileged to "sit in" on an official initial assessment. During this very personal counselling session, it was most refreshing to see students' needs taking centre stage, and the empathy conveyed by the assessor. Very impressive.

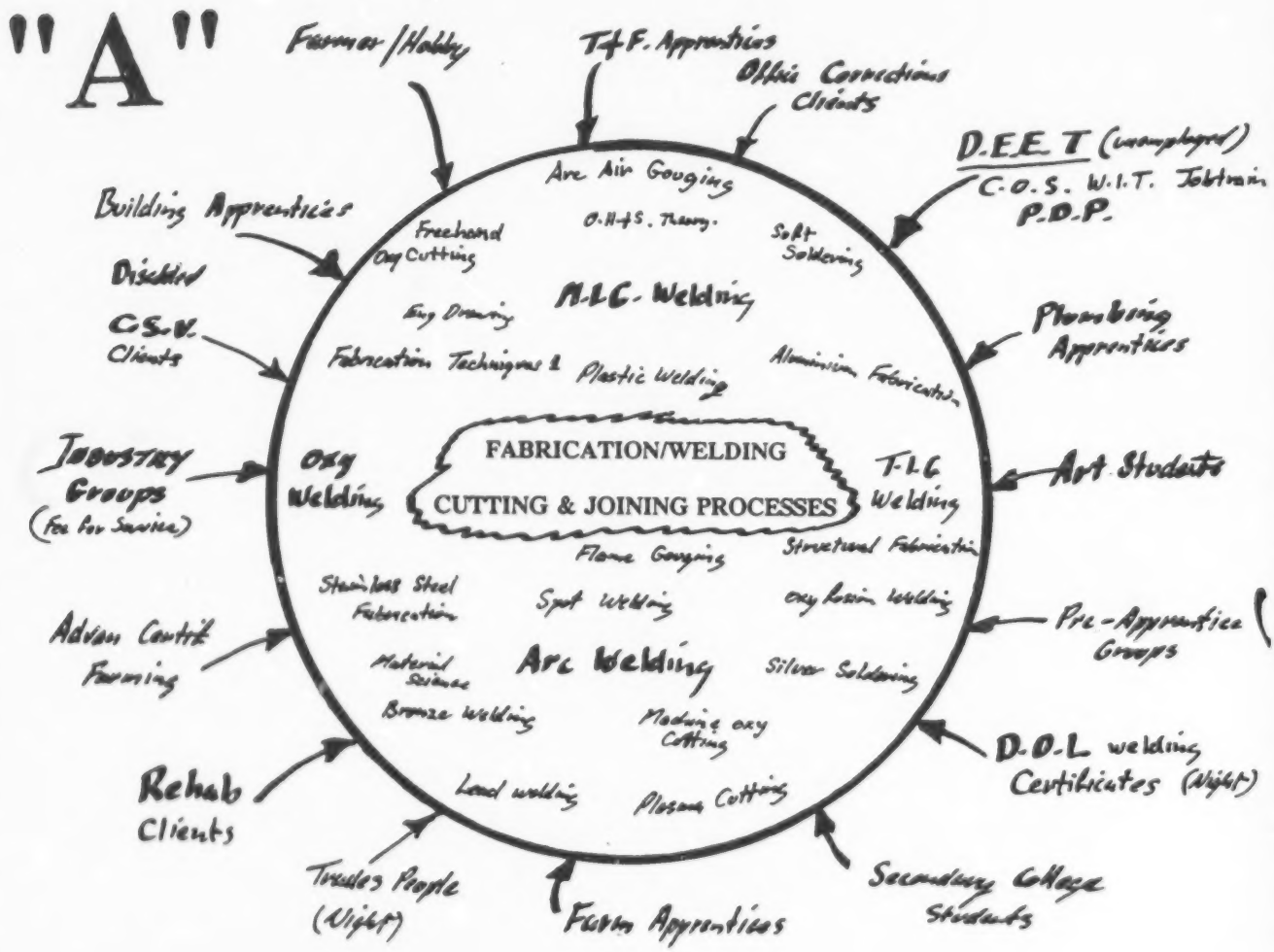
Given that very few students entering any Fabrication and Welding course would have been initially assessed, I needed some quick gauge of their literacy/numeracy skills matched against the module learning materials.

My presentation on initial assessment takes some of the ingredients of an official assessment situation, narrows them down and applies them to what literacy and numeracy skills students need to be successful in a Fabrication and Welding course.

PRESENTATION ON INITIAL ASSESSMENT

During this presentation all participants, including lecturers, in the Adult Literacy Teaching course took part in the practical exercises.

SHEET A: The topics listed within the circle are just some of the topics covered in the Welding course. 90% of these module topics have a practical and theory component. The topics listed around the circle are the different student groups and agencies who direct students into these welding courses.



The literacy skills needed require students to read texts to answer questions with understanding and to complete a competency test on completion. The numeracy required has very little straight maths problems, but does require students to interpret sketches and apply measuring skills in a practical situation. On average, there are one or two students in an Apprentice or Certificate course group that need literacy/numeracy help. These numbers are much higher with Department of Employment, Education and Training (DEET) groups or students directed through agencies such as Rehabilitation, Corrections or Community Services Victoria (CSV).

B: A copy of the information contained on a welding electrode packet. Students work directly from a variety of electrode packets "on hand" in the practical workshop.

WELDING
ELECTRODES

Lloyd's Register

CIGWELD

SATINCRAFT 13

- MILD STEEL/ALL POSITIONS
- SUITABLE FOR USE ON 240 VOLT WELDING MACHINES

Strengthening Australia with BHP Steel

POSITIONS Flat, horizontal, vertical up, horizontal vertical and overhead
POLARITY AC or DC either polarity

Size (mm)	Length (mm)	Current Range (Amps)	Part Number	Net Weight
3.2	380	95 125	612183	2.5Kg

FEATURES Smooth stable arc, low spatter, excellent slag lift, easy to use and outstanding touch welding capabilities.
APPLICATIONS Recommended for welding mild steel sheet, plate, tubular steel, gates, fences, trailers, tanks and other light structural and general fabrication work.
CLASSIFICATIONS AS1553.1 E4113 AWS A5.1 E6013
APPROVALS LRS - Grade 2, ABS - Grade 2, DNV - Grade 2
Made in Australia by Comweld Group Pty Ltd ACN 007 226 615

AUSTRALIA

BEST COPY AVAILABLE

SHEET C: A handout for students to record their answers from the information contained on the electrode packet shown on Sheet "B".

In the True or False section of this handout, it is important to make sure that students write the words True or False, not T or F, because I have often received the ambiguous answer where the two letters are illegibly combined.

WELDING ELECTRODES SHEET C

From the packet of Welding Electrodes see if you can answer these questions:-

(a) What are these electrodes called? (Trade name) .....

(b) Where were these electrodes made? .....

(c) Which company made these electrodes? .....

(d) Which company supplied the steel used in making these electrodes? .....

(e) What size of electrodes are contained in this pack? and what is the Current Range (amps) for this size electrode? .....

(f) How much does a full packet of these electrodes weigh? .....

Answer TRUE or FALSE to the next group of questions

1. This electrode is used for welding thick plate. .....
2. This electrode is easy to use. .....
3. This electrode is used for welding special steels only. .....
4. The arc is hard to start when using these electrodes. .....
5. These electrodes should be kept dry for best results. .....
6. These electrodes can only be used in the flat position. .....
7. These electrodes can only be used with AC current. .....
8. Eye protection only is required when arc welding. .....
9. You should try and repair live electrical parts. .....
10. Arc radiation only burns your skin. .....

"D"

WANGARATTA COLLEGE OF TAFE

CENTRE FOR BUILDING & CONSTRUCTION

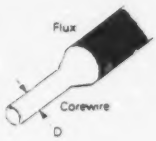
WELDING

ELECTRODE SIZE

(a) From the selection of welding electrodes, find three different sizes.

(b) Measure the diameter (Ø) of each electrode and its length.

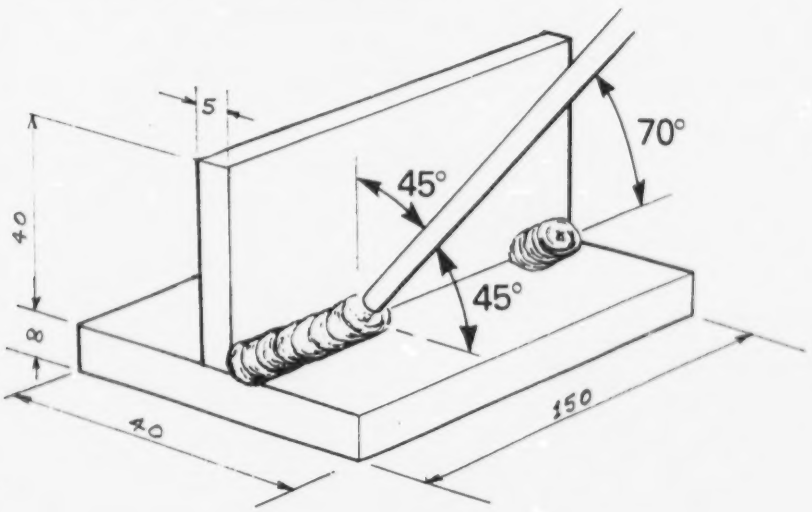
NOTE - the size of an electrode is determined by the diameter (Ø) of the wire in the middle (core wire)

	SIZE		LENGTH
1.	.....		.....
2.	.....		.....
3.	.....		.....

STEEL SELECTION

From the steel supplied - select two pieces that will be large enough for you to oxy cut to the sizes required in the Fillet Weld sketch below.

"E"



WP:[WELD]WKELECT1KP

A handout for students to record their answers to numeracy questions, centred around their ability to read measurements correctly: 'D' the length and diameter of an electrode and 'E' to interpret the sketch, select the correct thickness steel and apply measuring skills by marking steel to sizes required before cutting. If students can't measure materials accurately, then there are limited employment opportunities in the engineering fields.

(Sketch reference: Basic Training Manual: MANUAL METAL ARC WELDING, Australian Welding Institute.)

CONCLUSION

This method of initial assessment suits my particular situation, and has been an effective tool over the past few months in determining quickly who and what types of support are required. The main areas of support apart from my own input have been scribes for module tests, out-of-hours One to One tutors and staff from the College's Literacy Support Department during class time.

ANOTHER WAY: A Student Program

GROUP PROFILE: Basic Welding Certificate - Day Class/Weekly

Student 1.Female, wife, mother of two in her 30s. Artist - metal sculpture. Very keen. Welding benefits her home farm and artistic endeavours.
Students 2 & 3. Males, 15 and 16 years, secondary school students. Own college has no practical facilities / try hard / struggle in literacy areas.
Student 4. Male, late 20s. Out of work plumber. Fairly keen. Filling in time between jobs.
Student 5. Male, 30s. Farmer - cattle and grapes. Slow worker. Lacks natural practical ability, but is very keen to gain qualifications.
Student 6. Male, 50s. Farmer - tobacco, unemployed. Portuguese origin, struggles with English, but gets there. Very capable in practice.
Student 7. Male, 30s. Farmer - tobacco. Very capable. Desperate to gain qualifications as a "fall back" if farm is not viable.
Student 8. Male, 60s, semi retired builder. Very keen. Doing welding for those odd jobs about the home and to keep the grey matter going.
Student 9. Male, 20s. Rehab client, on medication. Tries hard. Goes walkabout, gets through prac and theory slowly.
Student 10. Male, 20s. Part time employed. Has some reading and comprehension problems. Gets there slowly.
Student 11. Male, 30s. Part time employed. Very capable. Gained employment position through this course.
Student 12. Male, 30s. Long term unemployed, ex-Rehab client. Works very slowly, suspect a history of nervous disorder. Keen for qualification.

This would be a typical mix of students in a day time welding course. All courses are conducted in a self-paced format, where students flow between practical workshops and theory rooms.

Literacy support was made available to all students via the College Literacy Support Unit when the course commenced. Student 6 accepted this offer and gained some initial support and assessment from the co-ordinator who in turn referred him on to a tutor. Secondary school students numbers 2 and 3 have just recently requested literacy support, due to failing their first multiple-choice module test.

INITIAL ASSESSMENT

Students attempting a Basic Welding Certificate must contend with modules from the National Engineering Curriculum, which requires a fair degree of literacy and numeracy competence. Literacy areas include reading technical information, noting key words and phrases, researching reference books. The numeracy component requires students to interpret sketches and to apply measurements to practical situations.

With this in mind, the initial assessment I have devised will be an early indicator of any literacy and numeracy weaknesses. The following steps describe what I ask the student to do.

Step One: "From the welding electrodes supplied select 3 different sizes, measure their diameters and length." (Make note.) (See Sheet D.)

Step Two: "From the steel of various thicknesses and sizes, select 2 pieces that will enable you to mark to size, cut and assemble the Fillet Weld shown." (See Sheet E.)

Step Three: "From the information contained on this electrode packet answer these questions." (See Sheets B and C.)

LEARNER GOALS / NEEDS

Student needs and goals can be gauged in part by direct questioning in the early stages of a course. Refer to the questionnaire below that I designed for this purpose. Other needs become apparent through personal discussion and interaction.

WANGARATTA COLLEGE OF TAFE
CENTRE FOR BUILDING AND CONSTRUCTION

BASIC WELDING

Name: ..... Age: .....

• Please your hobbies/interests/memberships

.....

•What sort of work have you done, paid or unpaid, before this course?

.....

• If you were guaranteed employment in a career of your choice, what would it be?

.....

• What do you hope to achieve from this welding course?

.....

Completed questionnaires display whether students have literacy needs or not. Other student needs can be seen much clearer, and met, if I'm willing to read between the lines and apply that bit about "unconditional positive regard". The goal for most students is predominantly the formal qualifications and the added practical skills and theoretical knowledge, irrespective of career or employment status.

In regard to literacy/numeracy needs, although students may realise their own deficiencies they don't always see this as an urgent issue compared to gaining practical skills. One of my major roles as teacher, apart from imparting skills in my area of expertise, is to present needy students with the positive benefits of literacy/numeracy support. It is also important that students see the long term effects of this support on career and personal growth.

MONITORING PROGRESS

The first twenty-two units of the National Metal and Engineering Course require the students to compare, describe and practically experience the main welding and cutting processes. Part of monitoring progress is achieved by having students write answers to review questions at the end of each unit. Answers can be checked by students when they have completed the review questions. An example of review questions for the first unit, "Introduction to welding processes", is reproduced below.

Section 1 - Introduction to welding processes

Review questions

These questions will help you revise what you've learnt in Section 1. The answers are on page 137. Ask your teacher for help with anything you don't understand so far.

1. State a reason why a flux is used on manual arc welding electrodes.

2. What type of electrode does the gas metal arc welding process use?

3. Name the processes used in the OAW process.

4 a. Name the welding process which uses an intense arc between the work and tungsten electrode. The arc, electrode and weld zone are protected by an inert gas to displace the air.

b. Name an industry that uses this welding process.

c. Which welding process uses a continuous bare metal electrode which is enveloped in a granular flux, some of which fuses to form a removable slag covering the weld?

This is an ideal area for monitoring literacy progress as written answers can be viewed by the teacher continually. Although the literacy scope in this area is very narrow it does highlight possible deficiencies in comprehension, spelling and short sentence structure.

CASE STUDY: Lesson Plan

In an endeavour to assist all students, especially the secondary school students numbers 2 and 3 who failed their first module test, I have embarked on the following program to raise students' poor comprehension, reading and spelling skills. Hopefully this will ensure better results when attempting future module tests.

1. Students make a basic comparison of the four major welding processes.

Table: 4 welding processes: MIG, TIG, Oxy and Arc.

COMPARE:	T.I.G.	M.I.G.	Electrode	Oxy
equipment needed				
handpiece holder				
how filler metal is added				
Manipulation: how weld is carried out				
weld shielded by				
main advantages over other processes				

2. Students orally discuss with each other the basic differences in each process.

3. Using their own words, students describe each process in a short paragraph.

MiG Welding
The equment you need is a welding mation, invert gas bottle
Wire feed unit, Coil of wire, and a welding gun.
When I press the trigger, on the gun, the wire comes
through pluss the inert gas. The Wire melts
and makes a weld wich is protected by the iner gas.

4. Students compile a spelling check list for each process, identifying unfamiliar words.

5. Students revisit some of the initial practical exercises with each process, noting features/equipment/functions with partner or small group.

ASSESSMENT

Two tests, one a multiple choice and the other a short answer, are used to give students experience at answering the type of assessment encountered in this course. Examples of such tests, excerpts of competency tests taken from the National Metal and Engineering Curriculum published by the Victorian State Training Board, are provided below.

Test No 1 - Multiple Choice
Students are given assistance in the reading of questions where required.

Test No 1 - Multiple Choice
Students are given assistance in the reading of questions where required.

Competency test

Name.....

Time allowed 1.5 hours

You should try to answer all the questions in this test.

Section 1 Introduction to welding processes

Multiple choice questions

Choose the correct answer and write the letter a, b, c or d in the box.

1. An inert shielding gas used in gas tungsten arc welding is:

a. oxygen
b. nitrogen
c. hydrogen
d. argon ❑

2. The welding process which uses a continuous electrode is :

a. manual metal arc welding
b. oxyacetylene welding
c. gas metal arc welding
d. gas tungsten arc welding ❑

3. Spot welding is used for:

a. light fabrication
b. heavy fabrication
c. bridge repair
d. flame cutting ❑

4. Manual metal arc welding uses:

a. shielding gas mixtures
b. flux covered electrodes
c. continuous bare wire electrodes
d. liquid flux ❑

Test No 2 - Short Answer
Students are given assistance in the reading of questions where required. These questions are on the same topics as Test No 1.

COMPETENCY TEST

NAME:.....

Time allowed - 40 minutes

Q 1. Below are listed four main parts of the Manual Metal Arc Welding equipment. Beside each one write its function.

UNIT PART	FUNCTION
Coated stick electrode	.....
Welding power source	.....
Operator terminal-handpiece	.....
Work place terminal (return)	.....

Q 2. Correct setting up and operating procedures exist for important reasons. Beside each reason list the correct procedure.

PROCEDURE	REASON
	To shut off power source in case of emergency
	To limit possibility of electric shock
	To reduce risk of personal injury
	To reduce risk of injury to other personnel

To pass, students must gain 65% in one of these tests.

EVALUATION

The worth of any program must be weighed in terms of positive results, or likely results in this case. Although this program is still in the process of completion, I'm able to make some observations. Both students who worked through the "Lesson Plan" described above have displayed a greater level of confidence in themselves. This confidence is due mainly to a realisation that they were able to work through a process that could untangle a quite confusing unit of work.

The initial assessment plan has certainly served its purpose. It has indicated in advance where students are in relation to literacy/numeracy competence, rather than waiting until students fail a test before realising there's a problem. The questionnaires I devised revealed some overall goals, although a few students aren't always clear when it comes to writing down their goals. Nevertheless, at least I now have a starting point.

The "proof" of this program's "pudding" is still in the oven, but I'm confident as these students continue to work their way through, their confidence and self esteem will grow, making the time spent developing this program worthwhile.

JUSTIFICATION

If the philosophy of education is to develop the person to their full learning potential, then the adult learner with literacy needs is unable to reach that potential however grand. With this in mind, there is a sense of indictment on all educators at every level, be it tutor or volunteer, to share the responsibility in removing those literacy hurdles that stifle the potential of the adult learner.

If "learning is change in human disposition or capability" (Gagné 1965, as quoted by Knowles in "The Adult Learner", a course handout), then justification for any adult literacy program must be measured against its effectiveness to show positive changes in the abilities and attitudes of the learner, however viewed. The small adult literacy program outlined in this assignment seeks to address this by enabling students to work through a process that will eventually have them take the reins of their own learning.

NEW THEORIES, "NEW TIMES", SO DO WE STILL NEED CRITICAL LITERACY?

Kaye Elias was a student in an Adult Literacy Teaching course at the Council of Adult Education in 1994. Kaye works as a teacher for the Return to Study and Workplace Basic Education Departments at the Council of Adult Education.

INTRODUCTION

I wish to use this essay primarily as an opportunity to acquaint myself with the work of recent theorists and with the new ways that the notion of literacy is being constructed. In particular, I will use Social Linguistics and Literacies by Professor James Gee. I will then consider literacy in our present "New Times" and where possible make connections with current teaching practice. Finally, I will look at critical literacy and ask whether it still has a place and function in our thinking and teaching practice today. I will use readings used in the Adult Literacy Teaching (ALT) course as well as other readings that have naturally followed from the initial ALT course set texts.

LITERACY WITH A BIG "L" AND A SINGLE "Y"

In the 70s and early 80s, Brian Street says, literacy was perceived as a single thing with a big "L" and a single "Y". It was a single thing called Literacy, an autonomous model of literacy and unconnected with social context. Acquiring this Literacy could lead to raising cognitive levels and imbuing critical, rational and reflective thought because in writing the writer can distance herself. The autonomous model of literacy represents literacy as though it was a skill, a technology, a neutral tool. However, Street claims, literacy is not a neutral tool because reading and writing is not learnt in a vacuum.

Brian Street approaches literacy theory and concepts through ethnographic research. His study of village life in Iran led him to conclude that different kinds of literacy were in operation. In the village in Iran, these were learning the Koran and texts about the Koran, learning at school, and literacy for trading, the buying and selling of fruit. He observed that when a person gets involved in a particular set of literacy practices they are taking on board with them the concepts of personhood associated with that particular set of practices. In this way, anthropologists have contributed to literacy theory in identifying the multifunctionality of the person.

As a result of his research, Street found that the "great divide theory", that is the great divide between, on the one hand, the rational, critical reasoning "literate" and, on the other, the "illiterate" living in darkness, lacking cognitive skills and confined in cultural practices, that this theory was not useful and did not match his research findings. He observed also that in oral discourse critical and analytical thought takes place.

LITERACY AS SOCIAL PRACTICES

James Gee echoes the move away from a narrow concept of literacy. Gee says to define literacy as "the ability to write and read" situates literacy in the individual person rather than in the society of which that person is a member. Consequently it obscures the multiple ways in which reading, writing and language interrelate with the workings of power and use in social life. Most traditional approaches to literacy, Gee says, talk about literacy as an individual possession, a set of capacities that resides somewhere in the individual brain - "the ability to read and write". According to this approach literacy is treated as a "mass term" so can be measured in terms of how much certain people have of it.

As Street's research found, Gee also argues that social institutions or social groups have certain "practices", but the practices of such social groups are never just literacy practices, but also involve ways of talking, interacting, thinking, valuing and believing. He argues for our understanding of literacy to go beyond simple decoding of written texts, because all texts are fully implicated in values and social relations. There is, he claims, no "neutral", "asocial", "apolitical" reading.

Gee states literacy must have something to do with being able to read "something", a certain kind of text. As there are many different types of texts, they call for different types of background knowledge and require different skills to be read meaningfully. As well, there are many different "levels of meaning" that can be given

or taken from a text, different ways any text can be read.

"NEW LITERACY STUDIES"

Street and Gee are formulating a new notion of literacy which sees that texts and their interpretation are bound up in their social setting. This new formulation stresses the sorts of social practices in which reading, writing and talking are embedded and combines work in linguistics, social psychology, anthropology and education. Gee refers to this view of literacy as the "new literacy studies".

These "new literacy studies" pose difficult and important questions for literacy teachers. By situating literacy within a social context and recognising that we are all socialised into many groups and social settings, the literacy teacher not only grapples with the difficult question of how to go about teaching literacy in the classroom setting, but must also face the question Gee sets, which is "What sort of social group do I intend to apprentice the learner into?".

CONCEPT OF DISCOURSE

Gee's concept of Discourse is central to his theory. Gee says any time we are using language we must say or write the right thing in the right way while playing the right social role and appear to hold the right values, beliefs and attitudes. The language or grammar is not the important thing but the saying-(writing)-doing-being-valuing-believing combinations. A Discourse Gee describes as a sort of "identity kit". Through participation in Discourses, individuals are identified or identifiable as members of a particular social group or social network. Examples of Discourses include: being a man or a woman, a factory worker or a boardroom executive, a doctor or a hospital patient, a member of a sewing circle or a street gang. As individuals, we are part of some Discourse each time we act.

Gee gives us another way of looking at Discourses when he describes them as "clubs" with rules about who is a member and who is not, and rules about how members ought to behave if they wish to be accepted members. Gee points out there are various "props" which accompany these many Discourses. This is important for teachers to note because Gee claims literacy is often mistaken for its "props" and "stage settings", that is, books, classrooms, training centres.

One aspect of Discourses relevant to this essay is that they are related to the distribution of social power and hierarchical structure in society. Gee emphatically states that literacy is a socially contested term. Discourses are also inherently "ideological" because control over certain Discourses can lead to the acquisition of social goods (money, power, status) in a society. These Gee calls "dominant Discourses" and the groups that use them comfortably as "dominant groups". The implications, Gee points out, are that many minority and lower socioeconomic students do not adapt to certain "mainstream" Discourses, in particular many school-based Discourses. This is the "gate keeping" function of literacy that Rosie Wickert and other writers also recognise.

At this point the literacy teacher has every right to feel powerless for, according to Gee, any real learning of the mainstream Discourse is beyond the scope of the classroom. Gee attacks Hirsch's Cultural Literacy because interpreting culture cannot be taught apart from the socially situated practices. Fortunately Gee offers one partial solution, that is to overtly talk about the sociocultural-political basis of the mainstream Discourses. We teachers are, he says, the teachers of Discourses. He claims that one advantage our adult students have in returning to learning is that they come knowing what they want to do. This insight can be used as a "meta-knowledge". But it must be coupled with the right sort of liberating literacy, a theory of the society and one's position in it, that is, a base for resistance to oppression and inequality. Gee concludes that while true acquisition of a Discourse is unlikely to occur in the classroom, anything close to it will only occur with active apprenticeships in "academic" social practices and partial acquisition coupled with meta-knowledge, that is the language that states the game, and strategies to "make do". These strategies Gee admits are something to do while "waiting for the revolution", presumably he means waiting for attitudes of inclusion and exclusion on the basis of control over certain Discourses to disappear.

A DEFINITION OF LITERACY

Further exploration of Gee's theory of Discourse is necessary because herein lies Gee's definition of literacy. Two types of Discourses are defined: primary (initial) Discourses acquired within the "family", and secondary Discourses involving social institutions beyond the family. Hence Gee's definition of "literacy" is mastery of, or fluent control over, a secondary Discourse. It is the secondary Discourses he claims that can be used to critique other Discourses, e.g. feminism used to critique linguistics. The reason why Gee would dispute any use in "functional literacy" and "competency based literacy" is because it implies there is just enough to function but does not allow full participation in that Discourse, and it is the mastery of, or full control over, a secondary Discourse that signifies literacy achievement.

For teachers, it is not enough to just teach the "grammar" of a language. It is how to use that language which will be of benefit to students. For what is important in communication is not speaking grammatically correctly but saying the "right" thing at the "right" time and in the "right" place. Gee's example of saying the grammatically correct "May I have a match please?" to a tattooed drinking mate at the bar, rather than "Gotta match?", is a powerful demonstration of this.

Words have no meaning in and of themselves as separate from other words. Meaning, he says, is never fixed. it is always a choice and always in flux. Gee sees it the job of the teacher to allow students to grow beyond the cultural models of their home cultures and those of mainstream or school culture. He therefore calls on us to be on the alert and question conventional (habitualised) meanings, stereotypes, routinised thought and perception.

One further comment on classroom practice and literacy provision. In talking about reading, Gee points out the notion of a reading class is a nonsense. Reading is always part of some Discourse. It cannot be decontextualised and isolated. It would thus make more sense to have courses devoted to meta-discussion of language, courses devoted to modes of language involved in particular Discourses, e.g. natural science, literature, social science, but not a "reading class".

LITERACY AND "NEW TIMES"

Many current writers of literacy matters, for example Luke and Lankshear, have used the term "New Times" to refer to the present milieu in the field of literacy as well as the wider world of the workplace. They say the "post-industrial" economy is calling for a strong functional literacy and "human capital" rationale for education. It is of concern, says Luke, that governments, representatives of industry and some educationists have embraced recent reports on education which reframe educational goals and practices in terms of economically productive "key competences". This buys into the principle of human capital - that the purposes and outcomes of education can be quantified in economic terms. It also opens teachers and students to the victim blaming approach to literacy which is certainly at odds with the new literacy studies mentioned above. Educators, says Luke, need to beware of transferring problems in the economy into individuals' skill deficits, failures of character, etc. Terms like "job / vocational skills", "basic reading levels" and "minimum competence" take literacy back to the narrow definitions Street and Gee advocate we avoid.

Training in Productivity, a publication put out by DEET to highlight the benefits and need for literacy training in the workplace, reproduces much of this language. It talks about industry "restructuring" and needing "new communication skills". In bold, large letters it says "At least a million workers - more than half of them born in Australia - cannot read or write enough English to cope with..." and includes headings like "The Problem". In this publication, the upgrading of literacy underpins the success of industry restructure and improved productivity. While this does open up training opportunities for workers, the responsibility for future increases in productivity can put a heavy burden on workers.

Gee also identifies the present language and values in these "New Times". He notes here "literacy" is couched in terms of "functional literacy skills" to "function in today's job market", and linked to "the market economy", "the market", "the economy". Literacy, he says, is measured out and quantified, like time, work and money. We get "reading levels", "graded texts", "levels of literacy skills", "levels of literacy", "amounts

of literacy and illiteracy", "rates of literacy", we "match" skills with jobs and "match" jobs with "economic needs". Literacy becomes part of "the economy" where the economy is not a set of relationships between people but rather a set of relationships between inanimate abstract entities like "markets", "investments", "profit", "wages", "capital", etc. Gee situates this in social and ideological terms, and says that the master myths of "commodity literacy" and "functional literacy" are pervasive and involve us in important beliefs about the distribution of social goods, beliefs that very often advantage some groups against others. He warns against taking our master myths for granted and concludes that debate about literacy ultimately comes down to moral choices about what theories one wants to hold, based on the sort of social worlds these theories underwrite in the present or make possible for the future. In fact he goes further to say that the teacher of literacy is morally and politically implicated. Gee even claims good teaching is ultimately a moral act.

"NEW TIMES" IN VICTORIA

These are indeed "New Times" in the adult language and literacy field in Victoria. The introduction of the Certificates of General Education for Adults (CGEA) and the Certificate in Spoken and Written English (CSWE) brings with it changed notions of curriculum. The certificates talk of "modules" and units of competence, and the CGEA treats Spoken English, Written English and Content as separate entities. For teachers, these "New Times" in adult education have also meant more time working out ways of record keeping, such as developing competency checklists, and contorting curriculum to fit the shape of the Framework. It could even mean teachers interpreting the Framework as curriculum.

McCormack (1994), informed by the new literacy studies which acknowledges literacy practices and social contexts, is critical of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNAF) for the separating out of the linguistic form, the genre itself, as the goal of the curriculum as apart from its social context, the domain of social life. His hope is that the National Frameworks will be able to reinstate language and literacy in terms of social performance. Grammar too in the VAELLNAF is a separate Performance Criteria and thus, according to McCormack, treated in the traditional formal way rather than along the lines of grammar as "resources for making social-semiotic meanings" in line with the thinking of that in the new literacy studies.

The CGEA uses some of the language used in training in industry, such as "units of competence", "performance criteria", "learning outcomes". For most teachers discontent comes from the fact that competency statements have reduced their work to thin descriptions to fit the guidelines for accreditation. Accreditation which, Pobega points out, is designed for the purpose of making "pathways" to employment or further education.

Pobega (1994), claims moving literacy in the direction of accreditation feeds into other educational and training agendas across industry, government and education and constructs new models of the learner, the classroom, the citizen and the nation that precludes a range of other ways of learning and knowing that should coexist in a democratic situation. Some performance criteria, he points out, demand that students conform to conventional school like expectations of the teacher. Rob Lewis (quoted in Pobega) says the CSWE "reduces the meaning of competence to standard behaviours or stock performances with clear and uncomplicated outcomes that can be unproblematically assessed". This can also be said of the CGEA. In the light of the "straightjacketing" effect of these new certificates, language and literacy teachers would do well to heed Gee's words that teachers must question meaning, must question cultural models which use stereotypes, routinised thought and perception, both in their own thinking and in that of their students.

A CRITICAL LITERACY APPROACH

This notion of questioning our work as teachers brings me to the last aspect I will deal with in this essay, that of "Critical Literacy". Paulo Freire's teaching attempts to empower students to think critically about themselves and their relation to society, and encourages accompanying social action. He calls on teachers in their classrooms to challenge tradition and mass culture and use "Dialogue" rather than the sort of "teacher-talk" that is an oral transfer of knowledge. An example of the dialogic lecture practiced by Freire is in reversing the lecture-discussion format. Freire says traditional schooling and conferences socialise us into expecting a

speaker out the front to speak first, then the students or audience to ask questions. This, he says, is an hierarchical discourse because it begins the learning process with the speaker's words dominant. Freire's dialogic lecture begins with practising participatory pedagogy by posing a question related to the theme. In small groups, students report their initial thoughts to each other, then the whole group hears a summary of each group's discussion. He then balances his lecture (a problem-posing type of lecture) against this. Freire is careful to differentiate between "Discussion" and "Dialogue". "Discussion confirms the dominant mass culture and official shape of knowledge" whereas "Dialogue" challenges conventional thinking.

"Critical Literacy" is a much bandied about term. Di Prince, in discussing the application of functional systemic theory to language and literacy teaching in the workplace, links critical literacy and the words of Paulo Freire with the work of ESL and literacy teachers. This link is evidenced by the fact that teachers take into account the cultural values and educational experiences of their students and because they also explicitly make connections between present and new situations. These links, Prince believes, can be made because in the systemic model educators are explicit about what they are teaching and why. Proponents of functional systemic linguistics, Christie, Martin, Hammond and others argue that every written and spoken text is situated in a social and cultural context. However, it could be argued that it is an enormous leap in thinking to automatically connect the words of Paulo Freire and critical literacy to the teaching of functional systemic linguistics.

Following Di Prince's use of Freire to forge links between critical literacy and functional systemic linguistics, it could be asked whether the two are compatible. Bigum and Green (1993) identify three distinct discourses on literacy and literacy pedagogy, those of "functional literacy", "cultural literacy" and "critical literacy". They argue each constructs literacy differently, which means they hold different constructions of education and society, as well as the relationship between them. Bigum and Green call the recent rise in 'critical literacy' "second-generation 'critical pedagogy' and socially-critical forms of educational theory and curriculum studies". On the other hand, "functional literacy" they see as most conducive to the rhetoric of the New Right, as it concerns itself with "functionality" and "efficiency", "basic skills" and "bottom-line competencies". Sue Shore(1994), recommends a resurrection of Freire's "dialogue" and the "relearning classroom" as a means of coming to terms with teaching and learning in "New Times". It is the way forward because it assumes two-way communication, and exposes the assumptions of our understandings of the social world. Shore advocates professional development for teachers in a critical literacy approach. These professional development programs, she suggests, must be explicit about the empowering and disempowering power of language and must be concerned about social change.

Literacy provision in the 1970s and 1980s, Shore points out, offered a "second chance" to individuals who had not acquired a number of basic skills through their schooling. More recently literacy as "lifelong learning" has meant learning new ways of communicating in a changed vocational and economic setting. Shore argues literacy programs and staff development programs for language and literacy teachers which encourage learners to "participate effectively" in classrooms, administrative settings and wider society do not enable students to challenge hidden social practices which reproduce patterns of domination and subordination. This is important because a "second chance" at education and training may reinforce many of the inequalities of initial schooling.

In the light of a wider definition of literacy offered by the new literacy studies and the rapid developments taking place in adult language and literacy curriculum and accreditation, it is at our own peril to ignore the benefits a critical literacy approach has to offer us. The absence of debate surrounding the introduction of accreditation certificates in adult language and literacy learning points to the need for practitioners themselves to adopt a critical stance towards their own work as well. Gee calls on us as literacy teachers to develop a meta-knowledge with our students that will assist mastery of a secondary discourse. Shore asks us to resurrect a "dialogue" approach in our classrooms to explore the empowering and disempowering force of language. However, when taking on a particular literacy pedagogy like "functional literacy" or "critical literacy" teachers must be aware of the accompanying social and political stances these approaches bring with them. It is not enough to adopt some of the outward signs of a "critical literacy" approach without also adopting a theory of society that aims to redress imbalances of oppression and inequality. As Gee says, the teacher of literacy is morally and politically implicated.

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The National Languages and Literacy Institute of Australia Limited

Overview

In 1990 an important step was taken to raise the focus on language and literacy issues through the creation of the National Languages and Literacy Institute of Australia Limited (NLLIA). The NLLIA brings together in one organisation most of Australia's leading language and literacy educators, researchers and policy advisers in fields including English language literacy, Languages Other Than English, English as a Second Language, Aboriginal languages, Interpreting and Translating, and Australian Sign Language.

The NLLIA provides advice to Commonwealth, State and Territory governments, as well as business, unions and the general community, on the full range of language matters. It has a key role in proposing and commenting on policy.

Working in co-operation with government, industry and the community, the NLLIA also initiates, responds to and manages research and development activities aimed at improving Australia's language resources. A great deal of research is needed so that Australia can make the most of its unique language heritage and so that educational programs in second language learning can be successful.

Through its network of research and development centres in universities around Australia, and the Literacy and English as a Second Language networks, the Institute provides educational and human resource consultancy services which relate to the goals of the Australian Language and Literacy Policy. The NLLIA also facilitates, conducts and disseminates both basic and applied research in linguistics, cross-cultural communication, and language and literacy education.

Objectives

The NLLIA offers national leadership and guidance on language and literacy education issues by:

- providing professional development activities for language and literacy lecturers, teacher trainers and teachers
- facilitating and conducting research needed to improve practice in language and literacy education
- regularly assessing language education needs and providing advisory and consultancy services to government, unions, business and the community on relevant language issues
- creating and operating a database and clearinghouse on language and literacy education issues and regularly publishing information from these.

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